

THE  
SOUTHERN  
ASSOCIATION  
QUARTERLY

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Forum: Seven Issues Facing the Southern Association

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In Memoriam

Vocational Guidance: The Employment Service or the Public  
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Historical Section: The University of Texas

Builders of the Southern Association

Program for Forty-fourth Annual Meeting, April 8-12, 1940



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VOL. IV

FEBRUARY, 1940

No. 1

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# THE SOUTHERN ASSOCIATION QUARTERLY

*Published quarterly by the Southern Association of Colleges and Secondary Schools*

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THE SOUTHERN ASSOCIATION QUARTERLY is published in February, May, August, and November, for the Southern Association of Colleges and Secondary Schools by the Duke University Press, Durham, N. C. As the official organ of the Association, it contains the proceedings of the annual meeting, together with much additional material directly related to the work of the Association.

The regular subscription price is \$4.00 a year; single numbers \$1.25; back volumes \$5.00 each. All members of the Association, institutional and individual, are entitled to receive THE QUARTERLY gratis in connection with their annual dues. The Association appropriates the amount of \$2.50 per member secondary school, \$5.00 per member junior college and institution on the "Non-member List," and \$7.50 per member college or university from the annual dues for 1937-38 as the subscription price for the ensuing year. A special subscription price of \$2.00 a year is permitted to schools, colleges, and public libraries, and to individuals connected with Southern Association membership institutions. Single copies to libraries, and to teachers, students, and administrators in membership institutions are 75 cents each.

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*This number is devoted to the annual meeting of the Association, held in Atlanta, Ga., April 11-12, 1940*

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## Editorial Notes

**For the complete program of the Forty-fourth Annual Meeting to be held in the Atlanta Biltmore Hotel, Atlanta, Georgia, April 8-12, see pages 100 to 112, this issue of the "Quarterly."**

### This Editor Completes His Term

The November number of the *QUARTERLY* completed the third annual volume. This issue begins Volume IV and completes the thirteenth number under the editorship of the first editor. This editorship was undertaken at the urgent request of Dean C. A. Ives, of the School of Education, Louisiana State University, who in December, 1936 had just been elected President of the Association. The matter of publishing a quarterly had been before the Association for some years, and for more than a decade had been agitated in the Commission on Secondary Schools. President Ives had not been among the more active advocates of the establishment of an official publication, but having become convinced of its desirability was anxious that this new project to begin with his administration should get under way as promptly as possible. He stated frankly that since no honorarium would be available for the editor, and since the Secretary of the Association, President Guy E. Snavelly, apparently would not be available to edit the new publication, it was desirable to obtain an editor from one of the larger universities of the Association who would have the facilities of a university press in launching the new publication and was willing to give his time without compensation. This editor, after obtaining from President Few of his University the tender of the facilities of the Duke University Press and office space from the University without charge to the Association, authorized Dean Ives to suggest his name for consideration. He appreciated at the time and still appreciates the confidence of the Board of Editors in unanimously electing him. Since the Board consists of the President and Secretary of the Association, and the secretaries of the three commissions, the majority of the original Board continues; that is, Vice Chancellor Alexander Guerry as Secretary of the Commission on Institutions of Higher Education, Director Frank C. Jenkins as Secretary of the Commission on Secondary Schools, and Assistant Superintendent L. Frazer Banks as Secretary of the Commission on Curricular Problems and Research. President Guy E. Snavelly resigned as Secretary of the Southern Association after the first issue of the *QUARTERLY* and was succeeded by President Shelton Phelps of

Winthrop College. President Phelps has, therefore, been on the editorial board continuously since the appearance of the first number. President H. L. Donovan, Eastern Kentucky State Teachers College, who succeeded Dean Ives as President of the Association, and President P. A. Roy, S.J., of Loyola University, who succeeded President Donovan, have been equally coöperative and helpful in the work of the QUARTERLY. The editor owes them and expresses to them his sincerest thanks. Having kept faith, however, with Dean Ives and the original Board in the matter of demonstrating that the QUARTERLY could become a going concern, and could be issued within the budget estimates of the committee that had long studied the matter, the editor feels that he has now completed his work. The details of launching and initial organization have been completed, and a pattern has been set that can be steadily improved as the Association comes more and more to realize the possibilities of the publication. Such as it is, this editor has made his contribution. In closing, he expresses appreciation to all those representatives of member institutions of the Southern Association who from time to time have gone out of their way to let him know that they liked the QUARTERLY and understood the amount of work required to get it out.

### The Future of the QUARTERLY

By announcing his resignation at this time the editor gives the Board of Publication the best possible opportunity for electing his successor. The Board can probably agree upon a new man promptly and be ready to announce his name at the close of the Forty-fourth Annual Meeting; but if it does not see fit to do this, it can take two or three months without serious inconvenience. Since the May number of the 1940 QUARTERLY contains nothing but the proceedings of the Association, this number can very well be published by the Secretary-Treasurer. It is his duty to provide the editor with an official copy of the proceedings. He will not be burdened with any additional difficulty in getting copy together and can save the few days necessary for correspondence between his office and the QUARTERLY. As late as is the meeting this year, this saving will be a worthwhile item. The only additional burden upon the Secretary's office will be the matter of proofreading and dealing with the printer. Furthermore, the August number of the QUARTERLY is devoted to the addresses, including the radio addresses delivered at the annual meeting. By rigid insistence that these addresses be in his hand at the time of their delivery, the Secretary can be almost as well prepared to issue the August number as the May number, although of course considerably more editorial work—approximately two weeks, after the material is finally garnered in—is required in the matter

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**Theme of Forty-fourth Annual Meeting (April 8-12, 1940, Atlanta):  
Education's Responsibility to Democracy**



of preparing the addresses for publication. By careful advance planning it is possible that the Secretary could even take over the matter of issuing the November and February numbers. Unless, however, he feels willing to assume this obligation, it should not be imposed upon him, since he devotes and can devote only a small part of his time to the work of the Association. The present editor knows from experience that the matter of editing the *QUARTERLY* cannot be left to clerical help, no matter how efficient.

On the other hand, the editing of the *QUARTERLY* might very properly be made a part of the duties of the Executive Secretary of the Commission on Institutions of Higher Education, who is paid a full-time salary by the Association and who has so fully won the confidence of the Association since the flurry to abolish his office two and three years ago. Although the work entailed in editing the *QUARTERLY* calls for thinking considerably in advance of publication dates and for careful timing of the editor's efforts, it amounts on the average to only about ten days of more or less intensive work, divided into not more than three days at any one time, for each issue. A full-time employee of the Association could so schedule his efforts as to make a larger contribution through saving the expense of a salaried editor than any other way. He could probably make a saving in the matter of so organizing his stenographic help as to avoid the present expense of hiring stenographic help by the hour.

Aside from saving even in the modest expense of clerical help used in editing the *QUARTERLY*, another advantage in having the Secretary of the Association, or the Executive Secretary of the Commission on Institutions of Higher Education, serve as editor of the *QUARTERLY* would be the saving of the few days time in the matter of transmitting copy from the secretaries of the commissions to the Secretary of the Association and finally to the editor. As has been suggested, this would be especially important in the case of the issue dealing with the proceedings of the Association.

### Issues Facing the Southern Association: An Open Forum for All Interested Members

*(Continued from the QUARTERLIES for August and November, 1939)*

The *QUARTERLY* expresses its appreciation to the following persons in addition to those listed on pages 496-97 of the November number who contributed responses to the request for discussion published in the August number :

Dean J. M. Gordon, Texas Technological College ;  
Director of Instruction S. B. Hathorn, Mississippi State College ;  
President L. Wilson Jarman, Mary Baldwin College ;  
Principal W. H. Plemmons, Lee H. Edwards High School, Asheville,  
N. C. ;  
Dean W. P. Akin, Texarkana College ;

Dean I. N. Carr, Mars Hill College ;  
Registrar E. J. Mathews, University of Texas.

*1. Should the QUARTERLY Be Abolished*

The first of the additional correspondents, Dean Gordon, comments: "My opinion is that the QUARTERLY is more serviceable than it would be if there were only one volume published. You know, we carry on school twelve months in the year, and the ASSOCIATION QUARTERLY is a welcome visitor four times a year rather than simply one time a year."

Director Hathorn suggests: "No. It might be well to consider giving a permanent binding to a sufficient number of issues of the QUARTERLY devoted to the Proceedings to supply each member institution with one copy."

President Jarman answers for his colleagues as well as himself: "It is the opinion of our group that the present plan of issuing the QUARTERLY is to be preferred to that of issuing a single volume."

Principal Plemmons writes: "I always enjoy the QUARTERLY and find it very helpful and hope, therefore, that it can be continued."

Dean C. A. Ives of Louisiana State University supplemented his answer as quoted in the November QUARTERLY by sending the following letter from Dr. J. B. Edmonson, Editor of the *North Central Association Quarterly*:

"This letter relates to your inquiry concerning the publication of a quarterly by the North Central Association of Colleges and Secondary Schools. The Association began the publication of its *Quarterly* in June, 1926. At that time I was secretary of the Association, and I urged the development of the *Quarterly* as an efficient and economical way of presenting the work of the Association to its constituency. So far as I know there has never been any suggestion that the Association should return to a plan of miscellaneous publications by separate commissions and different committees of the Association. Very many favorable comments have been made on the *Quarterly* and I am certain that its publication has strengthened the work of our Association."

Dean Akin states: "I listened with a good deal of interest to the discussion at the Memphis meeting, relative to changing the policy in regard to the QUARTERLY. But personally, I think the QUARTERLY is decidedly better than the single volume of proceedings and addresses. As a general rule, very few people will read the proceedings. But a large percentage of the high school and the junior college faculty will read the QUARTERLY if their attention is called to individual items in the various issues."

Registrar Mathews says, "No."



Dean Carr writes: "My answer is no. I find this QUARTERLY the most stimulating journal dealing with the problems of Southern education. It is read by all our officers of administration and many members of the faculty. The excellent sketches of Dr. Bruce Payne and the two in the recent number about the work of Dr. Kirkland could not go into a book of simple proceedings. This type of article should be increased rather than be eliminated. To make the change would be very definitely a backward step. Significant moves, developments, and studies of a worthwhile nature should be made available for us. The QUARTERLY is a means of contact not found in any other way. I hope it will be continued."

Reference to the November issue will show that there is a strong predominance of sentiment for continuing the QUARTERLY expressed by those who answered the invitation broadcast to express their opinion. The matter, however, will have to be settled on the floor of the Association at the Atlanta Meeting in April, or referred to some committee with power to act. Those opposed to the QUARTERLY can argue quite plausibly that many who were unfriendly to the publication hesitated to commit themselves in writing, for fear the editor might interpret their remarks as reflecting on his work; therefore, those who favor the publication felt freer to express themselves. The editor hopes that this suggestion is untrue, but it is plausible. At any rate, the responses received bring out certain fairly well defined issues and differences of attitudes.

1. There is, first, a difference of attitudes toward the Association. There are many individuals, chiefly those who habitually attend the meetings of the Association or those who have served on its committees and commissions, who have a feeling of loyalty to the Association as an institution, a sentiment akin to alumni loyalty. These men and women think of the QUARTERLY as bringing interesting news of *their* Association. They are unanimously in favor of continuing the QUARTERLY. The QUARTERLY appeals to them personally in its lists "In Memoriam" and "Builders of the Association" and in its articles preserving the history of the Association, its active workers, and its member institutions. On the other hand, there are busy executives, especially in the colleges, to whose desks many publications come, who think of the Association as merely a business organization to which they look for standards. To them, it is "a great deal easier to keep up with one volume (for purposes of reference only) than with four." They want primarily a copy of the "standards" and lists of member schools. Everything else is largely "filler." This conflict of views is as understandable as it is evident.

2. There is the question of economy. Undoubtedly the Association could save money by not publishing the QUARTERLY. It would not, however, save the five thousand dollars annually estimated and appropriated to publish

the *QUARTERLY* nor even the four thousand dollars actually spent each year ; because the proceedings and address numbers are more than half the total cost, and because the reduction in postage for a periodical publication is in itself a sizable saving. Assuming that a saving of perhaps 40 per cent of the total cost could be made, this saving would take no account of such items as the six hundred dollars the Commission on Secondary Schools appropriated to get its list of schools and other urgent matters printed in the old *High School Quarterly*, or the reduced item of distributing programs and announcements for the annual meeting. If all items are taken into consideration, a thousand dollars annually could probably be saved by abolishing the *QUARTERLY*, and by rigid economy this might be stretched to sixteen hundred dollars. The only savings reasonably possible beyond this amount would be made by economizing on quality of paper and in style of type.

3. There is the question of speed of publishing the revisions of standards and lists of member schools after the annual meeting. The *QUARTERLY* naturally has the advantage in promptness of publication, because the issue immediately following the annual meeting can get the minutes of the Association and of its commissions, together with the standards revised to date, into the hands of interested persons while secretaries and editor are still striving to collect the addresses for the August number. By a curious misunderstanding, however, arising from the independent and unrelated act of the Association in moving its time of meeting from the first week in December to the last week in March or first of April, some members feel that one annual volume, including both proceedings and addresses, could be published more promptly. The March-April meeting-time is unsatisfactory in the matter of publishing lists of member schools, but the annoying delays of the last two years would have been prolonged by at least four, and probably six, weeks if the proceedings had not been published until all the addresses delivered at the annual meeting were ready for publication.

4. There is the matter of contact between the Association and its members. The partisans of the *QUARTERLY* press the point that the officers of the Association and of the commissions have four opportunities to get important announcements to schools instead of only one. It was originally contemplated that the Commission on Curricular Problems and Research would maintain a regular department in the *QUARTERLY* to report its findings. As yet this expectation has not been realized ; but as the Commission gradually has more and more of research to report, it doubtless will prefer to report through the Association publication. To-date official announcements have been limited largely to those concerning the annual meeting and the Southern Association Study. Of course the bulk of the annual February issue deals with the Association program for the following month.

5. There is the matter of having a medium of discussion of Association policies. This treatment of the seven most discussed problems facing the



Association at the Memphis meeting is an attempt to give the entire membership an opportunity to express its opinions as well as give the members opportunity to read the opinions of those interested in expressing themselves. A similar forum was held in the February 1938 number in regard to "Purposes, Procedures, and Trends of the Associations of Colleges and Secondary Schools" and another forum discussion was published in the February 1939 number in regard to "Education as an Instrument of Social Progress in the South." No forum discussion has been published without notifying the membership, so that anyone who wished to participate could do so; and the editor has consistently avoided discussing controversial matters except where he has given the membership of the Association the same opportunity to contribute. Not all the members of the Association however approve of these forum discussions. When the *QUARTERLY* announced its forum on the seven issues to be discussed in the November number and in this, Professor William R. Smithey volunteered to gather information as to the views of members of the Commission on Secondary Schools and former members as to the use of the "Evaluative Criteria" as his contribution to the discussion. He wrote without expense to the *QUARTERLY* to members and former members of that Commission and presented the article which appears on page 53, this number. Chairman Harold Saxon, however, of the Georgia State Committee wrote a straightforward and vigorous letter\* to Professor Smithey, sending a copy to the *QUARTERLY*, in which he took the position that because the Commission on Secondary Schools had a committee studying the "Evaluative Criteria" any discussion of that question intended for the Association should come through the special committee of the Commission. This frank attitude on the part of Mr. Saxon brings into clear relief the question as to whether the Association desires a medium for free, open, and full discussion of problems before (and while and after) they are acted upon by the Association or some Commission. The *QUARTERLY* sides with Professor Smithey in believing that it has the function of encouraging such discussions, but it appreciates Mr. Saxon's frank statement as bringing to the front the logical position of some who feel that a quarterly forum of discussion is really not desirable. Many sincere leaders feel that controversial questions should be settled in committee meetings rather than agitated in open discussion. The *QUARTERLY* disagrees with Mr. Saxon's clean-cut letter in these particulars:

1. The matter of the "Evaluative Criteria" is of interest not merely to the members of Mr. Saxon's committee, but also presumably to all the members of the Commission on Secondary Schools, all of whom his committee may or may not see fit to canvass. It is also of interest to former members of the Commission and of great concern to all

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\*October 12, 1939, copies being sent to all members of the special committee referred to as well as to the *QUARTERLY*.

the members of the Association whether represented in the Commission on Secondary Schools or not. To confine discussion of a large issue therefore merely to those persons on a committee of a commission and the persons whom they choose to interview does not seem the most desirable way of handling an important problem.

2. Even if the theory that the Secondary Commission, by appointing a committee, bound those other members to keep silent, the act of the Secondary Commission had no quieting effect upon the membership of the Association, which includes approximately 1,100 member institutions not represented on any commission.

It is fair, however, to the opponents of the *QUARTERLY* to point out in this connection that abolishing the publication will make it easier for committees to transact the business of the Association without risk of arousing as much controversy as open discussion entails.

6. There is the question of continuity in the policies of the Association. Many who were lukewarm as to the establishment of the *QUARTERLY* now feel that since it has been undertaken after ten years of discussion, it should be continued. Others of different temperament, some of whom voted enthusiastically for the establishment of the publication, wish to experiment with other things that would require the expenditure of money now used by the *QUARTERLY*. The members that desire continuity of policy point also to the example and experience of other associations such as the North Central.

7. There is an obvious difference discernible in the attitudes of the secondary schools and the colleges. The secondary schools on the whole, particularly the smaller schools that do not often send a representative to the meetings of the Association, seem to have rather strongly the idea that the *QUARTERLY* is an expression of the willingness and ability of the Association to serve them. They frankly want more contact with the Association than merely an annual check-up. The junior colleges seem in this matter to share the opinion of the secondary schools. On the other hand, the institutions of higher education, perhaps in part because they have employed an executive secretary of their own and through him have personal contact with the Association between meetings, are less interested in the *QUARTERLY*. It is interesting to observe that the Executive Secretary of the Commission on Institutions of Higher Education was elected just a year or so before the creation of the *QUARTERLY*—his office meeting the demand of the higher institutions for contact with the Association, whereas the *QUARTERLY* was the agency created to meet the demand that came primarily from the secondary schools having the same purpose. It is interesting to observe further that the expenses of the Executive Secretary's office for the Commission on Institutions of Higher Education serving the 192 colleges and universities

of the Association are somewhat more than the expenses of publishing the *QUARTERLY* which serves the 1,206 secondary schools, even if we overlook the fact that the *QUARTERLY* presumably serves the college members as well. Carrying the analogy further, it is interesting to remember the heated fight made on the office of the Executive Secretary of the Commission on Institutions of Higher Education two years ago, preceding by only one year the attempt to abolish the *QUARTERLY* last year. One solution of the unconscious division between the institutions of higher education and the secondary schools might be to combine the office of the Executive Secretary of the Commission on Institutions of Higher Education with the editorial office of the *QUARTERLY*, making the combined office a sort of central clearing house for Association activities between meetings. This suggestion has been made in a preceding editorial. In pointing out the line of cleavage between the secondary schools and colleges with reference to the publication of the *QUARTERLY*, the *QUARTERLY* does not overlook the fact that some of its strongest advocates are among the presidents of four-year colleges nor the other fact that a few of those most sincerely convinced that the Association should save expenses by abolishing the *QUARTERLY* are among the secondary school members. On the other hand, however, there is apparently a larger proportion of college members, probably because of the existence of the Executive Secretary of the Commission on Institutions of Higher Education, who are not actively interested in continuing the publication.

8. There is the question as to whether the *QUARTERLY* has lived up to its opportunities. This is a two-edged argument. If the disputant starts out as Dean Ives, a partisan of the *QUARTERLY*, he simply says "get the best management you can, use the experience already gained, and proceed to live up to your opportunities." If on the other hand he is opposed to the *QUARTERLY*, he argues that the failure of officers and members of the Association and the editorial board otherwise to utilize its facilities shows the unlikelihood of much improvement. The *QUARTERLY* leaves this argument as stated.

2. *How Can the Business Sessions of the Association and the Commissions Be Conducted More in Keeping With the Importance of the Matters Acted Upon?*

Dean H. L. Griffin of Southwestern Louisiana Institute combines his answer to question 2 with his answer to question 5, as follows: "While I think the new constitution has provided a broader basis of leadership, I am still under the impression that the work of the commissions is surrounded with a little too much of the air of secrecy and mystery. While I realize that some of the meetings of the commissions should be executive in character, I do believe that representatives of those institutions whose standing is in question might be treated in a little more democratic manner, since they are, to so speak, in the position of suppliants and should not be held on



the griddle too long. With this change in procedure, I believe even those who fail to get what they ask of the Association might go home with a more friendly feeling."

Dean Akin suggests: "I am inclined to feel that representatives of the various schools would get a great deal more from attending the Association were they privileged to sit in with the committees and commissions whenever the report of their institution is being discussed. If we were allowed to get the viewpoint of the committees on our report it would give us a much better opportunity to improve conditions in our institutions. Of course, this may not be a feasible plan, but I think most of the representatives would appreciate this opportunity."

Dean Carr says: "It seems to me that the work would be accelerated, if when committee work is heavy, burdened committees should be subdivided into as many groups as found advisable. These sub-committees could do their work and then make reports to a single meeting of the full committee. I have generally been pleased with the splendid work which the committees and commissions have done. Fifteen years of contact with the Association convinces me that it has done great good. However, with its growth in membership it seems to me that improvement in conducting its business can and should be made."

Registrar Mathews, from his long experience as a member of the Commission on Secondary Schools, suggests a method of avoiding some of the confusion that sometimes attends large meetings of that Commission: "The Association is a large body, and the business sessions can probably not be improved much in efficiency without loss in democracy. I should like, though, to see the Commission on Secondary Schools try the following plan: Mark off in some fashion the front area of seats for the exclusive use of members, with visitors sitting in the rear. I am not now a member of the Commission, and this is, therefore, not a selfish suggestion. With twenty years of experience, however, I believe this plan would bring good results."

It is well to point out the objections raised and suggestions made in the correspondence to date, including some not directly quoted in either this number or that for November. The *QUARTERLY* received a number of comments to the point that the person making the comment preferred not to be quoted for fear that his opinion might be interpreted as resulting from the fact that his institution was starved for some deficiency or was in some way resentful of some action of the Association. Obviously the editor will have to keep comments of this kind to himself. It would seem reasonable, however, to consider the following items of criticism:

(a) *In the Commission on Secondary Schools, the matter of overworking on routine and standing committees men who are already members of one of the central reviewing committees.* It is almost a certainty that these men are going to be besieged

until after the final action of the Commission by representatives of schools concerning which unfavorable action has been taken. If these members can attend all the business meetings of the Association, without the necessity of trying to work in other committee meetings, they have made about all the contributions to the work of the Commission that they can make without having other work of the Commission held up. It will of course be urged that the members of the central reviewing committees are the oldest in point of service on the Commission and most experienced in its work. They can make their contribution, however, when the reports of other committees come to the floor, and it is an agreed policy of the Association under the new constitution to avoid overcentralization. The less experienced members of the Commission who have not served on the central reviewing committees might as well be learning the work of the Commission and be given an opportunity to make their individual contributions while these older members are still in service.

(b) *In regard to the Executive Committee, the nominating committees should probably avoid the practice of presenting the name of any person who will have to do double duty by serving on one of the commissions at the same time he is serving as a member of the Executive Committee.* When the new constitution was adopted, one point of dissatisfaction most actively urged was the concentration of power in the hands of the Executive Committee. It was argued that the Executive Committee had become merely a rubber stamp for the two Commissions of the Association as they were then organized and in fact that each Commission felt it had a right to a certain number of representatives on the Executive Committee. The new constitution deliberately set out to reduce the concentration of power in the Commission on Secondary Schools and the Commission on Institutions of Higher Education by giving them status as simple standing committees (see Article V of the constitution) along with the Executive Committee and the new Commission on Curricular Problems and Research. The Executive Committee was specifically charged with certain supervisory duties over the commissions. Overlapping membership between the commissions and the Executive Committees therefore seems to some members to be clearly contrary to the spirit of the constitution. It is argued on the other hand that the Executive Committee should have the benefit of service from persons long familiar with the traditions and work of the Association. This, however, can be achieved by electing men who have already completed their service on the commissions rather than by electing men still in service. It would undoubtedly work toward a more efficient Executive Committee if the members of the Committee had no other duties than their service on this, the highest, standing-committee of the Association. The Committee could then meet at convenient hours and do its work unhurriedly instead of having to hold most of its meetings after midnight or some other time not conflicting with the various commissions.

There is the further difficulty that a member of the Executive Committee who is also a member of a commission is likely to be the very member who has an accumulation of important committee assignments within his commission. Another advantage of excluding altogether from the Executive Committee members of the commissions during their time of service would be the fact that the members of the Executive Committee could, when not in meeting of their own, be free to attend the meetings of the Commissions and see first-hand, free from the bias of participation in debates, the problems facing these commissions.

(c) *In the matter of the Commission on Institutions of Higher Education a better schedule of open meetings for the final action of the Commission on committee reports and the avoidance of conflicting committee meetings with the business sessions of the Commission should be attempted.* The correspondence as received from member institutions and verbal comments in the lobbies at meetings and elsewhere through the year between meetings show more actual bitterness in regard to the manner of conducting business in the Commission on Institutions of Higher Education than in regard to any one thing connected with the Association. In spite of this bitterness there is a disclaimer on the part of those making complaints of any reflection whatever on the individual members of the Commission. There is frequently a statement that the officers of the Commission do a better job in "bringing order out of chaos" than the complainants themselves could do. But they go on complaining vigorously that something is wrong, and their complaints are not only obviously sincere but also tinged with definite emotion. These complaints cannot be dismissed with the statement that many of them come from persons who do not like the action of the Commission in regard to their own college or university. That the feeling is no new thing is shown by the second paragraph of Article V, Section 2 of the constitution, that is:

"The meetings of the Commission on Institutions of Higher Education shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by a vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole."

It will be recalled that before this paragraph was adopted, a much more radical provision for open meetings for the Commission on Institutions of Higher Education and for action to be taken by the Commission as a whole instead of too heavy reliance upon the work of sub-committees was proposed. In the end, the Association merely wrote into its constitution, pointedly for the benefit of the Commission on Institutions of Higher Education, what had long been the policy of the other commission in regard to open meetings. Notwithstanding all that has been said, however, nearly everyone recognizes that the work of the Commission deals so intimately with the internal organization and management of member institutions as to require that the meet-



ing of certain more important committees ordinarily be held in executive session, and that in event of appeal executive sessions of the Commission as a whole to be sometimes held. Balancing off the expediencies of the situation and the heat of argument, without intending to add to the latter (for, as we have said, this is the hottest point brought out in our correspondence—with the possible exception of some points in regard to the "Evaluative Criteria" for secondary schools), the QUARTERLY ventures to make the following suggestions:

1. Sufficient time should in the printed program be allowed for the open meetings of the Commission to avoid conflict with the meetings of important sub-committees of the Commission. This might even mean the scheduling *in advance* of a brief session on Thursday, if necessary in conflict with the non-business session of the Association to hear final appeals from committee decisions. It always seems necessary for the Commission to try to get a call meeting after various members have made conflicting engagements. The point of conflict, however, between the important business meetings of the Commission and the work of its sub-committees is shown by an experience the editor of the QUARTERLY had at the Memphis meeting. The unexpected movement to abolish the QUARTERLY was presented to the Commission on Secondary Schools with the statement that the Commission on Institutions of Higher Education had already voted to abolish the publication. The Commission on Secondary Schools fought it out on the floor, had one vote in which it was unanimously decided to continue the QUARTERLY, and then on reconsideration and further discussion a vote in which only four members stood in favor of abolition. The complete difference in sentiment between the Commission on Secondary Schools and the apparent sentiment of the Commission on Institutions of Higher Education led the editor to inquire of various members of the latter Commission as to the trend of discussion in their Commission. Of the first six members of the Commission of whom he inquired, four thought that the action had not been taken and two stated positively that they know nothing of the matter. Further investigation showed that most of these six men, all of them very active in the work of the Commission, had been detained in committee meetings while the work of certain other committees was being "passed" as a matter of course by the Commission "as a whole."

2. If it is at all possible, avoid all *call* meetings of the Commission as a whole, in order that all members and other interested persons can be sure that they have opportunity to attend when matters of importance are being discussed. This might mean scheduling a meeting both Thursday morning and afternoon in partial conflict with the inspirational meetings of the Association; but it would effectively answer the criticism that has arisen from call meetings, would certainly tend to avoid the difficulty of getting a quorum,

and would possibly result in very brief meetings that in the long run would conflict very little with the meetings of the Association.

3. Let the sub-committees of the Commission "lean backward" in emphasizing the right of appeal on the part of every disappointed institution. Individual members who are friends of the institutions involved can usually point out the inadvisability of their appeals under ordinary circumstances, but the acting committees by emphasizing the right of appeal would avoid the appearance of being arbitrary, and would sometimes actually save time.

(d) *In the matter of the meetings of the Association and of the commissions, better provisions should be made for the preservation of accurate minutes.* In the first place, attempts should be made to make it as easy for the secretary and stenographer to hear what is said from the floor as it is for the people in the back of the room to hear what is said from the speaker's table. In the second place, attempts should be made to have all reports going from one commission to another or to the Executive Committee or from the Executive Committee to the Association in final written form instead of going in rough draft. To insure this it may be necessary to take time to require that all motions and amendments be submitted in writing before action is taken. In the third place, since it meets with the approval of the commissions and the Association to dispense with the reading of the minutes at the close of meetings, it might be well to appoint at the first meeting of each commission and of the Association a committee of two or more to audit the minutes; that is, approve them on behalf of the Association as presented in final form by the secretaries, and in case of dispute carry the matter back to the Commission at its last meeting or even a call meeting. There were charges of inaccuracy as to the minutes in regard to the Memphis meeting in at least two particulars which have come to the attention of the QUARTERLY. The secretaries could hardly be blamed for these inaccuracies, but more careful provision can avoid similar inaccuracies in the future.

### 3. *Should the Dues of the Secondary Schools Be Raised?*

This question has of course been agitated since the Commission on Institutions of Higher Education had to raise its dues at the time of establishing the Executive Secretary of that Commission. The problem has been discussed rather frankly by the correspondents of the QUARTERLY as will be brought out.

Director Highsmith says, "No," without comment. President Green suggests: "Don't raise anybody's dues unless you are absolutely financially embarrassed. We all have enough calls as it is."

Professor Stoddard comments: "The dues of secondary schools should not be raised." President Hardy answers: "By all means, no."

Headmaster McCallie replies somewhat at length: "In answer to the third question, 'Should the dues of the secondary schools be raised?'—I would say that the secondary schools are now paying more than their share of the expenses of the Association. In the last budget, the secondary schools were put down as paying to the Association \$12,050 and there was appropriated to the secondary schools for expenditures \$8,965. Allowing for share in other expenses that would be reasonable, I do not see how the secondary schools should pay more than \$12,000 since a third of all the other expenses would not run above that amount; therefore, I would say the secondary schools ought not to pay more until such time as they spend more."

President Parkinson answers "Yes." Superintendent Sylvester says: "No. It is very popular now to place the dues on a sliding scale according to enrollment. A plan of this sort would be favorably met."

Dean Walker exclaims: "In these times, raise no one's dues!"

Principal Boyd says "No," as does Professor Little.

Superintendent Walker, Principal Allison, and Sister Elizabeth all say "No."

President Fillers states: "The dues of the secondary schools should be raised. I would suggest that they be made \$15." President Humphrey concurs, saying: "I believe that the dues of the secondary schools should be raised at least \$5 per school."

President Meadows says: "Not unless absolutely necessary." President Burk comments: "I know of no arguments in favor of raising the dues of secondary schools."

President Whitley states: "I believe that the dues of the secondary schools are high enough."

President Jenkins says: "The dues of the Association are not high enough."

Principal Strickland writes: "I don't think the dues should be raised. This would give us difficulty with numerous governing boards."

Assistant Superintendent Srygley comments somewhat more fully as follows: "At the present time the dues of the secondary schools are \$10. The budget of the present year indicates that the Secondary Commission of the Southern Association will spend more money than is actually taken in for membership. If this is true, then the only thing left to do is either to curtail the activities of the commission or raise the dues. It was indicated last year that it would require about \$2 more from each school in order to cover the expenses of the budget. Twelve dollars does not seem an exorbitant amount for membership fees. I think, by all means, that the answer is very evident; namely, that if we are going to continue to grow and expand our



activities and give schools service in return, the membership fees will have to be raised."

Principal Burke states a general principle of action as follows: "Dues should be raised or lowered according to the need of the Commission."

Director Hathorn answers in the affirmative: "Yes. The affirmative answer to this question comes as a natural corollary to the negative answer to the first question. If we are to continue to publish the *QUARTERLY* and if the activities of the respective commissions are to be continued, our reserve fund will soon be exhausted unless our income is increased. I see no hope for an increased income except through raising the dues of the secondary schools. It may be pointed out also that if any considerable use is to be made of the 'Evaluative Criteria,' which grew out of the Coöperative Study of Secondary School Standards, either for accreditation or stimulation, the State Committees will have to get more funds for their work. I see no hope for these committees to get additional funds except through increased dues of secondary schools."

Principal Plemmons would raise dues only as a matter of proved necessity: "I would be in favor of raising the dues of the secondary schools only if the Association's program could not be carried on otherwise, but I would not be in favor of its going beyond \$15. There is quite a bit of work to be done, but the 'squeeze' should certainly not be put on the smaller schools."

Dean Carr states: "I believe a graduated scale of dues should be arranged. The varying dues charged should be based upon the number of students enrolled and the number of teachers in the various schools."

Registrar Mathews comments: "No, the dues now paid by secondary schools are high enough for value received."

In short, it seems that the opinion of the membership of the Association could be summarized somewhat as follows:

1. There is a tendency on the part of some of the college men to feel that since they have raised their dues, the schools should do likewise. On the other hand, there is a tendency on the part of the secondary men to point out that they through their large number, even with the \$10 membership now in force, contribute a very large part of the revenue of the Association. While not claiming that all of this revenue should be spent directly on the secondary schools, they feel that there should be extreme caution in raising the dues. This cleavage between the secondary man and the college man is altogether understandable and probably does not indicate any severe difference of opinion as to policy on the part of the organization, when each side understands the other's argument.

2. In the second place, there are members of the Association regardless of their affiliation with colleges or with schools who are very much interested

in certain activities of the Association. If these activities call for more money than the present dues, they desire that the dues be increased. There seems however to be a very definite opinion in the Association that the dues should not be increased beyond \$15.

3. There is a realization on the part of many members of the Association that the schools have accustomed their boards to pay the present membership dues. It is very doubtful in the case of the small schools of the Association whether the local school board would consider paying a larger amount of dues. Losses in membership might cancel an appreciable part of the hoped-for increase in revenues from increased dues.

Hazarding an opinion on a speculative matter, the QUARTERLY thinks that raising the dues even by \$2 would probably result in some slight withdrawal from the Association on the part of smaller schools and probably the raising to \$15 would very definitely restrict the membership of the Association.

It has been suggested as a possibility that if the membership decided to try a raise in dues, it might be well to combine the raise in dues with the apparent desire of the secondary schools to continue the QUARTERLY; that is, continue the \$10 dues but require with the dues of all member institutions as a means of continuing that particular activity of the Association at least one two-dollar subscription to the QUARTERLY.

4. *Should the Audit of the Funds of the Commissions Be Made More in Detail?*

This question was suggested by total omission of itemized audits for two of the commissions (the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research) from the official minutes of the Memphis meeting, and by the comment arising two years ago when it was brought out that certain of the state committees of the Commission on Secondary Schools had been paying from state committee funds the dues of their state departments of education when the state departments of education were unable or unwilling to take direct membership in the Association as permitted by the new constitution.

As far as the Secondary Commission is concerned, it was brought out clearly on the floor of the Commission that no one had intended that the dues of state departments should be paid out of the funds of the Association. As a result of this question arising in this way, there came questions as to whether the audit of the Association should not show precisely how the state committees on secondary schools were spending the sums allowed for the inspection of schools in their borders. Apparently there is almost unanimous opinion that the state committees are probably handling these funds with due regard for the purposes for which they were intended. On the other hand, the question as to how uniformly the state committees interpret their authority is one that has arisen more than once. Accordingly the

QUARTERLY is of the opinion, as the majority of the correspondents seem to be, that it would be wise for the accounts of the Commission, particularly the accounts of sums expended through the various state committees, to show that they have been uniformly expended. Some of the questions raised as to the expenditures of the Commission on Secondary Schools are these :

1. Who makes the rules under which the funds for "Inspection of secondary schools in states of the Association"—\$6,000 of the total \$8,965 allowed for the work of the Commission on Secondary Schools—are spent?

2. What are these rules?

3. What other items are allowed than (a) postage and clerical help necessary to get report blanks to and from schools and carry on correspondence between the schools and the state committee, and (b) the traveling expenses of the members of the state committee in attending their meeting to check-up reports from schools and in necessary visiting of schools?

4. What safeguard is placed on travel expense—the equivalent of railroad fare or bus fare where there is convenient public service, or car mileage at so much per mile, and how much?

5. Do any of the state committees allow a per diem to their members attending meetings, and do any pay the expenses of their members to the meetings of the Southern Association?

To this last question we promptly answer that the QUARTERLY knows of no committee allowing either a per diem or an allowance for travel to and from the Association. But the fact that the question is asked shows the wisdom of the Commission on Secondary Schools in adopting at the Memphis meeting the report of the audit committee presented by Messrs. J. E. Belka, J. L. B. Buck, and B. F. Mitchell, recorded as follows on page 279 of the proceedings number of the QUARTERLY :

It has not been the custom of the past to have the state committee chairmen make an accounting to the Association of the funds sent to them for expenses in connection with the accrediting of Southern Association schools. Your Committee recommends that in the interest of business procedure such an accounting be made hereafter.

As a matter of fact a detail audit of the money expended by the state committees will almost certainly show, as the Audit Committee suggested, that many members of the state committees have not only been giving their time, but have even been donating their traveling expenses, without any reimbursement from the Association.

At any rate, since the inspection of schools consumes two-thirds of the funds allocated to the Commission, and with any application whatever of the "Evaluative Criteria" will consume still more, the action of the Commission in ordering a full accounting was timely and wise.



In regard to the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research, the insistent question arising since the Memphis meeting has been why no itemized audit whatever appeared for either of these commissions? Since there appears in the minutes no action by either the Association or the Executive Committee withholding this information, and since in preceding years it has been customary to break up the expenditures of these commissions—for example see page 179 of the 1938 *QUARTERLY* for the break-up of the expenses of the Commission on Institutions of Higher Education, including the Executive Secretary's office, which is of course chargeable to that Commission—the answer to this question would seem to be that the omission of itemized audits for the two commissions was purely inadvertent and can be corrected on request when the minutes of 1939 are formally adopted at the Atlanta meeting. Certainly every member-institution is entitled to have as full an audit of all three commissions as it can convince a majority of the delegates is desirable.

A study of the constitution easily reveals that not even the Executive Committee is given authority to suppress an audit. In fact, it is clear to the *QUARTERLY* that no one desires to suppress detail statements of expenditures. It might be pointed out, however, that the more specific questions raised in regard to the audit of the Commission on Secondary Schools are the direct result of the fact that its audit was printed in more detail. Within limits, the more in detail in which the audit appears, the more questions of detail are likely to arise.

5. *Has the New Constitution of the Southern Association Functioned as It Was Intended to Provide a Broader Basis of Leadership for the Association?*  
*If not, How Can More Members Be Given an Opportunity*  
*to Participate in Running the Association and Its*  
*Commissions?*

Certain aspects of question 5 have already been discussed in connection with question 2; for example, the overlapping membership of the commissions with the Executive Committee, a practice carried over from the practice under the old constitution. There will also be discussed at the end of this editorial\* the proposed amendment to the constitution which will be voted upon at the Atlanta meeting, making some exception in the matter of not permitting the re-election more than once by the Association of certain members of the Secondary Commission.

Dealing directly with the answers received from the questionnaire, we find an interesting openmindedness on the part of those contributing answers. Some who were actively in favor of the new constitution state quite frankly that it is not functioning as they had hoped to broaden the basis of

\* See page 32-33.

leadership of the Association. On the other hand, some who were opposed to the new constitution say with equal frankness that it has obtained a desirable broadening of leadership in the Association. Their frankness is commendable and shows an encouraging willingness to modify views in the light of experience.

Director Highsmith answers "Yes" to the question.

President Green makes a practical and interesting suggestion as follows: "To the limit of my familiarity, I would say that more members should be encouraged to participate in running the Association and its Commissions. I suggest that a survey be made, listing all officers and commission members across the last few years, to establish how many different persons have participated. This would at least reveal the distribution of previous recognition, and it might challenge the nominating committees to look for new participants on occasion. I offer this as no criticism, but because I do not have any details at hand."

President Parkinson is somewhat pessimistic as to the possibility of doing what was intended by the new constitution. President Ingram's answer expresses the same doubt.

President Hardy realizes the complaint but is not sure that it is well grounded: "I am afraid there is a feeling among the rank and file of the Association that we are shut up too much to the leadership of a rather restricted group, especially of the 'elder statesmen.' Personally, I am not sure that there is any ground for complaint, but that complaint has nevertheless been made."

Superintendent Sylvester answers briefly: "I think the new constitution has functioned as intended."

Headmaster McCallie is almost equally as brief: "I think it is too early yet to expect the new constitution to function perfectly. Let's wait about five years and then raise that question."

Dean Walker frankly does not want too many new leaders. He says: "There are people enough 'running things' now in the Association and running them well. Additional numbers make for an unwieldy body that is too slow to do the actual work of the Association."

Principal Boyd and Dean Boitnott both answer "Yes" to the question.

Professor Little and Superintendent Walker agree in saying "Yes."

Miss Allison is somewhat more cautious and answers: "I think it probably has."

President Humphrey comments as follows: "As far as I have been able to observe the new constitution has functioned as it should. It seems to me that amendments could be adopted from time to time enabling more

members to participate in the running of the Association and its commissions. Some changes need to be made to make the Association more democratic."

President Meadows says: "No. Those who have not served can be worked in gradually by being placed on important committees and commissions."

President Burk states: "I think the new constitution of the Southern Association is functioning as intended, and I have no criticism to offer."

Principal Strickland is frankly dissatisfied: "I feel that the purposes of the new constitution are not being realized with reference to providing a broader basis of leadership. Interested parties are finding too many ways to circumvent the purposes of the constitution."

President Whitley says "Yes," but let the good work go on: "I believe that the new constitution of the Southern Association has functioned as it was intended to provide a broader basis of leadership for the Association. I think there is still room for improvement."

Director Hathorn makes a practical suggestion concerning the method of nominating members to the commissions:

"I think that the new constitution has definitely functioned to provide a broader basis of leadership for the Association. I believe this will be felt more within the next two or three years than heretofore since the prohibition of more than two consecutive terms made itself felt for the first time at the last meeting of the Association, and since the effect of this prohibition will be increasingly felt during the next few years. I do believe, however, the provision which virtually leaves the nomination to membership in the commissions in the hands of the commissions themselves does and will continue to act as a hindrance toward broadening the basis from which the Association will secure its leadership. If some workable plan could be devised whereby nominations to membership on the commissions from the respective states could be made by a poll of the will of the chief executive officers of the member institutions of that state, I believe we would be assured of a wider basis of leadership choice than we could possibly have under the present system."

Principal Plemmons states: "It seems to me that the new constitution has functioned to provide a broader basis of leadership for the Association."

Dean Aikin thinks that there has been a change in attitude of the Association more important than a mere change in leadership. "I do not know how well the new constitution of the Southern Association has functioned in providing a more liberal leadership. I do feel, though, that there has been a very great change in the general spirit of the Association. It seems to me that there is more of the spirit of helpfulness and willingness to co-



operate and much less of the spirit of dictatorship than at one time existed. I do not know whether the new constitution has had anything to do with this change."

Dean Carr thinks the constitution has not worked as intended, but is quite satisfied. "I am unable to see that it has. It seems to me that very largely the same small group, but a representative group, does the work. It seems to me that this conservative method gives stability and continuity to the program of the Association. We probably change personnel as rapidly as we can afford when we consider what we are trying to do."

Registrar Mathews thinks we can change personnel more easily than we can develop leaders. He says: "No, I am afraid 'leadership' in the commissions cannot be developed in three years. By the time a member makes himself known to his colleagues and becomes useful, his term expires. One possibility to give 'more members' an opportunity to participate in running the commissions would be to make all members of the Southern Association members of the commissions and to select committees from the entire roster. Of course, the bulk of the work is done in the commissions, and not in the Association."

A member of one of the commissions who for "institutional reasons" stated that he preferred not to have his name used comments at length as follows:

"Several of the issues raised by the SOUTHERN ASSOCIATION QUARTERLY of August appear to be aspects of a more fundamental issue. What is the ultimate goal of the Southern Association? Shall it become, or attempt to become, a large overhead agency with rather arbitrary and dictatorial powers, or shall it be an agency for the spread of ideas, acting largely in an advisory capacity?

"In most organizations of the Southern Association type there is a tendency toward the building up of a large overhead administrative organization. Power feeds on power until finally the tail tends to wag the dog. Do we of the South want to build a superstructure of that type, a type which in power transcends the state, the church, or the private endowment, or do we prefer an organization which is experimental, forensic, and advisory? Must we have strict uniformity, or may we not in a liberal spirit tell each other our problems and from the experiences of others lift ourselves to greater heights of efficiency and usefulness?

"We have many types of institutions in the Southern Association. These various institutions have different functions and of necessity used to utilize different techniques. There is a tendency with the superstructure to forget these differences and to demand uniformity. There is probably no best method in education which can be considered universal. Only as we take into consideration the factors of time and place, only as we experiment and

evaluate do good methods emerge. It is not contended that an individual or group of individuals consciously grasps for power, but democracy must be ever watchful in an era which automatically tends toward dictatorship.

"It appears to the writer that we have reached a stage in Southern Association development when we need to classify the aims of the Association and to choose rather definitely the direction in which we intend to move.

"A similar problem arises in respect to the functioning of the new constitution. Under the present set-up there is considerable change in the various commissions. In many instances new commissioners have never attended a Southern Association meeting prior to their election. This endangers continuity of policy and makes administrative affairs difficult. If it is the function of the Association to administer in some detail the affairs of member institutions, there needs to be considerable continuity in office. One has a feeling that in the last year or two there is less sureness and even in some cases nearly chaos. On the other hand, if the Association is more advisory and less administrative, there can be no good reason why continuity is desirable. It seems to the writer once more that there is a fundamental issue involved.

"Whither the Southern Association?"

This last answer in part states and in part suggests a double dilemma which the Association feels in facing the problem of question 5. The first dilemma is this: When democracy interferes with excellence, which must yield, and how much? Quite generally the members of the Association desire the Association to be as democratic as possible in the matter of allowing as many institutions as possible to be represented in the work of the Association and in allowing as many as possible individual representatives of member institutions to participate, whereas the detail work of the Association requires close attention and intensive work that not every person connected with the Association is able or willing to give consistently and over any great period of time. It is no accident that the Commissions on Secondary Schools and on Institutions of Higher Education developed into the working units of the Association. (The Commission on Curricular Problems is of course quite young in the Association and has not yet had opportunity to make itself felt in the same way as the other two.) They were created *to do the work*—the careful, detail work, the drafting of committee reports, the fair enforcement of standards, the unemotional weighing of facts—that the Association fifteen years after its organization had simply grown too large to do. Since the commissions did the real work in which the member institutions back home were interested, the commissions came to overshadow the Association itself. Over and over today delegates from member institutions to the Association meetings, some of whom come regularly, will explain: "I am a visitor. I am not a member of the Association." What they mean is that they do not happen to be members of one of the

commissions. Furthermore, when officers are nominated for the Association, some of these same delegates who know they have a right to vote in the Association's meetings will lean over to some member of one of the commissions, who perhaps is not even the official representative of his own institution, and inquire as to some nominee: "Is he an active member of the Association," meaning again, "Is he a commission member." The editor was astounded last year when he spoke to a commission member whose term had expired and who was not eligible for re-election to get the answer, "Yes, I have always enjoyed being a member of the Association; but I don't suppose I shall care to come back merely as a visitor."

The dilemma is obvious. Experience has shown that the Association can best work through its commissions. Yet the commissions tend by the necessity of doing important work that must be done to become so organized that individuals and institutions not represented on the commissions no longer feel equality in the Association. The only solution the QUARTERLY can suggest to this dilemma is to emphasize the right and duty of all delegates to the annual meeting of the Association to demand full accounting by the commissions to the Association. A careful scrutiny of commission reports to the Association would be wholesome.

The second dilemma brought out in this discussion may be stated somewhat humorously thus: How can the Association "have teeth" and at the same time be guaranteed never to bite? Every high school and college in the South is protected by a strong impartial organization that can maintain standards against local prejudices, politics, and other non-educational influences. On the other hand a strong organization, entrenched in public confidence as the Southern Association is entrenched, has potential disciplinary powers that are not pleasant for the individual institution that finds itself out of conformity. It is probably true that we simply cannot have a strong Association on the one hand and be sure we may never feel its strength on the other. We have to admit that the Southern Association is one kind of institution and the National Education Association, for example, an admirable institution of a different sort. The National Education Association is not an accrediting agency and does not legislate to declare standards. Its meetings are inspirational and fraternal for the teaching craft. The Southern Association on the other hand is a legislative body with incidental inspirational and fraternal features. We could turn the Southern Association into a sectional National Education Association and still have a good organization, but we need not deceive ourselves into the belief that we should have the strength to maintain educational standards that inheres in a strong organization frankly assuming the right to state standards and showing the willingness to enforce them. The impotence of some of our state education associations during the depression in dealing with legislatures and shaping public sentiment raises the question specifically as to whether we wish



the Southern Association to resign its authority in order to become "more democratic" in certain senses of the term.

How far we may go in frequent change of leadership, with resulting frequent changes in policy, without weakening the organization is a problem to be solved. The new constitution probably went far enough, as is suggested by the long lists of members of the commissions in office at the time the constitution was adopted and now no longer there, as presented in the following pages, followed in each case by the list of members whose terms on these two commissions will expire by constitutional limits at the Atlanta meeting.

Members of the Commission on Secondary Schools in office in December, 1934,\* and no longer on the Commission are the following :

- W. D. Agnew, President, Huntingdon College, Alabama
- W. T. Tiller, Superintendent, Lafayette, Alabama
- Rev. Bede Knapke, O.S.B., Principal, St. Bernard High School, Alabama
- Edward Conradi, President, Florida State College for Women
- Father Jerome, O.S.B., St. Leo Abbey, St. Leo, Florida
- J. W. Norman, Dean, School of Education, University of Florida
- E. D. Pusey, Professor of Secondary Education, University of Georgia
- Goodrich C. White, Dean, Emory University, Georgia
- Duke Young, Principal, Frankfort High School, Kentucky
- Juliet J. Poynter, Associate Principal, Science Hill High School, Kentucky
- C. F. Trudeau, State High School Inspector, Louisiana
- H. L. Garrett, Louisiana State University
- S. M. Brame, Principal, Bolton High School, Alexandria, Louisiana
- Father J. B. Bassich, S.J., Principal, Jesuit High School, New Orleans, Louisiana
- O. A. Shaw, Dean, University of Mississippi
- J. R. Lin, Millsaps College, Mississippi
- H. B. Heidelberg, Superintendent, Clarksdale, Mississippi
- J. H. Highsmith, Director of Division of Instructional Service, North Carolina
- J. H. Knox, Principal, Salisbury High School, North Carolina
- N. W. Walker, Dean, University of North Carolina
- J. A. Stoddard, Professor of Secondary Education, University of South Carolina
- J. G. Kelly, State High School Supervisor, South Carolina
- J. D. Fulp, Superintendent, Baily Military Institute, South Carolina
- W. A. Bass, State High School Supervisor, Nashville, Tennessee
- A. D. Mueller, Professor of Secondary Education, University of Tennessee

\* All were completing terms of *four* years at the time of adopting the new constitution. Furthermore, since terms expire with the annual meeting, a spring meeting terminates terms that were to end December, 1939, in April, 1940, and so on.—EDITOR.

C. T. Kirkpatrick, Principal Hume-Fogg High School, Nashville, Tennessee

E. J. Mathews, Registrar, University of Texas

R. W. Tinsley, Southwestern University, Texas

R. L. Paschal, Principal, Central High School, Fort Worth Texas

W. W. Bondurant, Superintendent, Texas Military Institute

W. R. Smithey, Professor of Secondary Education, University of Virginia

R. E. Blackwell, President, Randolph-Macon College, Virginia

J. C. Harwood, Director of High Schools, Virginia

J. L. B. Buck, State Department of Education, Virginia

This list contains thirty-four of the fifty-five members on the Commission in 1934, most of the list having left the Commission within the last two years by reason of the constitutional provision against serving more than six years in succession.

Members of the Commission on Secondary Schools in office December, 1934, who are still in office, but whose terms will in accordance with the constitution expire at the Atlanta meeting, are the following :

W. L. Spencer, Director of Secondary Education, Alabama

\*W. W. Little, Professor of Secondary Education, University of Florida

\* A technical question might be raised before the Executive Committee in the case of Professor Little. Although the records indicate continuous service for him, his first service was as principal of the St. Petersburg Senior High School, whereas his later service has been as Professor of Secondary Education in the University of Florida. Do the words in Article III, Section 5, of the Constitution, "The members shall be ineligible to succeed themselves after two successive terms" apply where one term was as high school principal and one term as professor of secondary education? Or, when Professor Little was elected to Dean Norman's unexpired term and then was elected to a term as professor of education in his own right, could it be ruled that he was not succeeding himself after he had served the unexpired term, and therefore could continue for six years beyond 1936? Since the intention of the new constitution was to change personnel, the fact that a commission member changed professional positions would certainly not alter the fact of continuous service; and equally certain it would appear that a man completing an unexpired term is *elected to succeed himself* at the end of that term, having already succeeded his predecessor at the time of election to the unexpired term. But even though the friends of Professor Little have not raised the question, it is one so likely to occur again and again that the Executive Committee should probably make and announce an official ruling on the entire matter. It is far better, particularly if the decision is in accord with the spirit of the constitutional provision and with the apparent letter of the law, that the ruling should come in the case of a popular and active member of the Commission whose friends are not actively fighting every inch to keep him on than that the matter should be left open to breed ill-will under less fortunate circumstances.

The Executive Committee had a technical ruling to make at the Memphis meeting in the case of State Supervisor R. R. Vance of Tennessee. In his case, *without election to the Secondary Commission*, which has persistently refused to permit members to designate alternates to serve for them in case of absence from annual meetings, *he had attended the meetings of the Commission* and as state supervisor had cooperated in committee work. The Executive Committee ruled on these facts that, since he was never regularly elected to serve the unexpired term of his predecessor and therefore under the procedure of the Commission was not legally a member of the Commission until his election to what is now known as the "Class of 1939," his re-election at Memphis was for only his second consecutive term. A similar question arose in the case of Supervisor J. W. O'Banion of Texas. The confusion in both of these cases arose from the fact that in the nature of things the state supervisor of high schools has certain duties that he can more effectively perform with the state committees, than any one else, even though the Association does not regularly elect him to the Commission on Second-

T. J. Dempsey, District Supervisor of Vocation Rehabilitation, Georgia  
 J. C. Woodward, Superintendent, Georgia Military Academy (deceased)  
 Mark Godman, State High School Supervisor, Kentucky  
 J. A. Lyon, Newcomb College, Tulane University, Louisiana  
 J. E. Belka, Principal, Gulf Coast Military Academy, Mississippi  
 S. B. Hathorn, Director of Instruction, Mississippi State College  
 Holland Holton, Professor of Education, Duke University, North Carolina  
 T. O. Wright, Principal, Oak Ridge Institute, North Carolina  
 R. H. Coleman, College of Charleston, South Carolina  
 †S. J. McCallie, Headmaster, the McCallie School, Tennessee  
 Roy W. Wonson, Staunton Military Academy, Virginia

After the Atlanta meeting only eight members of the Secondary Commission who were serving in 1934 will have continued into this next year. The following members will hold over until the next annual meeting :

P. L. Palmer, Professor of Secondary Education, University of Chattanooga, Tennessee  
 J. W. O'Banion, Chief Supervisor of High Schools, Texas  
 Gladstone Yeuell, Professor of Secondary Education, University of Alabama  
 W. W. Stancil, Superintendent, Fitzgerald, Georgia  
 M. E. Ligon, Professor of Secondary Education, University of Kentucky  
 T. W. Hendricks, Dean, Berea College, Kentucky  
 W. E. Black, Superintendent, Greenwood City Schools, South Carolina

The only man to hold over until 1942 (i.e., if the meeting is held in the spring ; if the meeting is held in the fall, the expiration date would be 1941, of course) will be Supervisor J. W. O'Banion, Texas. There are also two or three members now on the Commission who were serving in 1934 but have been out of service one year or more since then.

Members of the Commission on Institutions of Higher Education in office in December, 1934, and no longer on the Commission are the following :

L. T. Baker, President, University of South Carolina  
 D. R. Anderson, President, Wesleyan College, Georgia

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ary Schools. A pending amendment to the constitution (See the May QUARTERLY, page 244) seeks to remedy such confusion in the future by making the chief supervisor in each state an ex-officio member of the Commission not subject to re-election and not limited to two terms. It is assumed that ex-officio membership would start with the beginning of the supervisor's work as a member of the Commission, that is of the state committee. Otherwise, what would be the situation if a state supervisor failed either to act or resign?—EDITOR.

† Dr. McCallie has served continuously as a member of the Commission since its organization in 1912. His services have many times been deservedly recognized by both the Commission and the Association. His rare good humor and ready wit have changed dreary committee meetings from drudgery into high experiences and have oftentimes relaxed tension for the good of the educational cause. In spite of his long-deferred "sabbatical" from the Commission we hope he continues just as actively in the work of the Association and of the next annual meeting.—EDITOR.



W. J. Battle, Professor, University of Texas  
 A. B. Dinwiddie, President, Tulane University, Louisiana  
 W. P. Few, President, Duke University, North Carolina  
 W. D. Hooper, Professor, University of Georgia  
 John J. Tigert, President, University of Florida  
 J. D. Hoskins, President, University of Tennessee  
 H. D. Campbell, Washington and Lee University, Virginia  
 D. M. Key, Millsaps College, Mississippi  
 R. L. Marquis, North Texas Teachers College  
 A. M. DuPre, Dean, Wofford College, South Carolina  
 C. J. Turck, President, Centre College, Kentucky  
 Guy E. Snavelly, President, Birmingham-Southern College, Alabama  
 T. H. Jack, President, Randolph-Macon Woman's College, Virginia  
 C. C. Henson, Principal, New Orleans, Louisiana  
 John H. Workman, Principal, Pensacola, Florida  
 H. D. Wolff, Principal, Petersburg, Virginia  
 J. L. Skinner, President, Academy of Richmond County, Georgia  
 K. J. Clark, Principal, Mobile, Alabama  
 H. M. Ivy, Superintendent, Meridian, Mississippi  
 J. W. Barton, President, Ward-Belmont School, Tennessee  
 Jessie Muse, Principal, Atlanta Girls High School, Georgia

Members of the Commission on Institutions of Higher Education in office December, 1934, who are still in office, all of whose terms will in accordance with the constitution expire at the Atlanta meeting are the following :

C. H. Barnwell, Dean, University of Alabama  
 \*O. C. Carmichael, Chancellor, Vanderbilt University, Tennessee  
 James R. McCain, President, Agnes Scott College, Georgia  
 Alexander Guerry, Vice Chancellor, University of the South, Tennessee  
 C. A. Brown, Association Superintendent, Birmingham, Alabama (deceased.)  
 R. H. Watkins, Superintendent, Laurel, Mississippi

After the Atlanta meeting only Dean Paul P. Boyd, Dean T. J. Wilson, Jr., Principal W. A. James, President C. R. Endsley, and Superintendent A. C. Flora will be left of those who have seen continuous service on the Commission on Institutions of Higher Education under both old and new constitutions. There will be a few, including perhaps some to be elected in Atlanta and Professor C. A. Graeser, Professor Faulkner, President Noffsinger, Principal Tinsley, and Superintendent Curtis, who have been re-elected aft-

\* A question arises as to Chancellor Carmichael's retirement similar to the question as to Professor Little's term on the Secondary Commission. He was originally elected to the Commission on Higher Education from Alabama College but completed two years of his term after going to Vanderbilt and was then elected from Vanderbilt in December, 1936.—  
 EDITOR.

er being off the Commission for at least a year. But the Commission on Institutions of Higher Education in office in 1934 is only meagerly represented on the Commission of 1940.

Some of the persons named on the lists of members for the two commissions as they were at the end of 1934 are no longer living and some have changed positions so as no longer to be eligible within their classifications; but the new constitution has very evidently operated to change almost completely by the end of this Association year the personnel of the two commissions that were doing the work of the Association in 1934. It will be recalled that there were only fifty-five members of the Commission on Secondary Schools and thirty-nine members of the Commission on Institutions of Higher Education, whereas today there are seventy-eight members of the Commission on Secondary Schools and forty-five members of the Commission on Institutions of Higher Education. The *QUARTERLY* believes that the new constitution went as far as it is sound to go in changing personnel and in enlarging the commissions. Besides, it will be recalled that the Commission on Curricular Problems and Research afforded representation for additional members of representative institutions.

Although former members of the commissions are eligible for re-election after the lapse of one year, it is quite probable that few former members will be placed back as a result of this year's elections. When, therefore, the persons ineligible for re-election as listed above are replaced in the Atlanta meeting, the six year period will show exceedingly few members of long service on the Commission on Secondary Schools and on Institutions of Higher Education. From the standpoint of those who like continuity of policy and a certain amount of established leadership in an organization, the lack of efficiency of which they complain will probably be at its height within the next year or so. In other words, the effect of revolution is rapidly nearing completion. It is always well to bear in mind that revolutions have a habit of disillusioning their proponents. We have passed through a period of disillusionment. The *QUARTERLY* believes that this is only a passing phase. Along with this disillusionment has come evidence of increasing confidence in the future of the Association. After this year also there would be greater freedom in re-electing former members of the commissions who have been excluded by constitutional limitations for a year or two. The Executive Committee has been so persistently besieged for the last six years for interpretations that would prevent the dropping of certain members that the result has been to throw into office for two successive years almost entirely new members of the commissions. With this situation the friends of the new constitution, which was adopted as a compromise with surprising goodwill on all sides, have naturally been averse to restoring former members, when in fact they had to fight every inch of the way to get the changes in the commissions which they thought they had won six years ago. In other

words, the new machinery is just now ready to function without prejudice from either those determined to hold it back as much as possible or those determined to speed it up. The QUARTERLY believes that the machinery should not be tampered with until it has had a fair opportunity to function within the next two or three years. Dr. Hathorn's suggestion however that member institutions within a given state should at least be polled for recommendations of nominations to the commissions seems to be a very plausible idea to consider. The nomination of members to the commissions by the commissions themselves without any appeal to the membership of the state from which they are elected does probably tend to make of the commissions self-perpetuating boards of trustees. If a member goes on the commission by nomination of all the Southern Association members in a given state instead of merely the five or six men whose re-election he himself participates in two or three years later, it is more likely to cause reasonable satisfaction.

The proposed amendment to the constitution cited on page 244, Volume III, of the QUARTERLY exempting the state high school supervisors from the requirement of going off the commission after two successive terms of three years is probably wise, since it is desirable for the Southern Association to have the chief supervisor of secondary schools of each state on its secondary commission. On the other hand, the QUARTERLY questions very seriously the other part of the proposed amendment that reads "provided further that the ineligibility for re-election after two successive terms shall not apply to members elected in class (a) of this section," class (a) being "two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of secondary education." It happens that the editor of the QUARTERLY is a member of the Commission on Secondary Schools in "class (a)." It happens further that he has enjoyed to the full his work on the Commission and the associations of fourteen years service. But he does not believe that there is justification in making his classification a privileged class. Since there is no justification for making an exception in regard to his classification, the general theory of the new constitution that members of the Commission should not serve more than six years continuously should apply. Furthermore, there is a very serious question of integrity involved. The friends of the new constitution argued that they had nothing personal against the members of the commissions as constituted in 1934. The editor believes that the large majority of them were absolutely sincere in this statement. If now the Association begins to make exceptions in favor of special classes, even before a complete change in personnel has been effected, it begins to look as if it voted to turn one group out in 1934 and is now getting ready to vote another group in permanently in 1940 or 1941. As we have said before, the next year or two will see a greater number of relatively inexperienced members on the commissions than any year within the last twenty.



After this year is passed, however, this very process of change will have made available an increasingly large number of available commission members who know the workings of the commissions.

There is another valid objection to the part of the proposed amendment to the constitution permitting continuous election of professors of education to the Secondary Commission—aside from the feeling of many persons that the commissions have not yet been changed as much as is desirable. This other objection is the fact that continuous service enhances not only an individual's confidence as a leader but his prestige among incoming members of his commission. On a commission devoted to the study of the secondary schools, the college professors of education should not be awarded this advantage over the members who are directly engaged in secondary education as superintendents, principals, and headmasters.

Finally, as a professor of education this editor refuses to believe that any state in the Southern Association is so poor in "talent" of that classification that it cannot dispense with the services of any one man for at least one year in seven. With the hint of an Irish bull he would suggest that a man so valuable as *that* could in six years build an influence that would easily carry through the seventh.

At any rate there is just as clear sentiment now as there has ever been against continuous service on the commissions. The emotional force back of the drive for the new constitution derived most of its force from resentment against such continuous service. At the time the constitution was adopted Dean Ives who led the fight frankly admitted that a good case could be made for permitting the state high school supervisors—most of whom have no tenure protection anyhow—to serve as ex-officio members of the Secondary Commission; but the feeling against continuous re-election of commission members was too strong at that time to make this reasonable exception. Now that the awkwardness of dropping the state high school supervisor periodically when he must in fact go on unofficially serving the Commission the year he is out of office has become evident to a large majority of those familiar with the work of the Commission on Secondary Schools, this awkwardness can probably be corrected. If, however, this correction is to be accompanied by excepting other groups—and of all possible groups the professors of education who have better tenure in their jobs than any other group designated for service on the Commission, then the entire principle of non-continuous service is at stake.

#### 6. *How Rapidly Should the Evaluative Criteria Be Applied to All Incoming and Old Secondary School Members of the Association?*

Director Highsmith urges: "The 'Evaluative Criteria' should be applied to all old and new schools just as soon as possible. My judgment is that at least one-fifth of the old schools should apply the 'Evaluative Criteria'

each year, thereby completing the application of the criteria to all old schools within a five-year period. Such procedure will be exceedingly helpful and stimulating to all of our schools. The 'Evaluative Criteria' should be used, in my judgment, as a basis for admission of new schools to membership in the Southern Association. The criteria are sufficiently valid, in my judgment, to warrant their use at the present time, though I see no objection to using the old form of report as well as the criteria. We have insisted long enough, it seems to me, on distinctively quantitative standards. By using the 'Evaluative Criteria' intelligently we can arrive at an answer to the questions, 'What is a good high school?' If we can get the answer to that question it seems to me that we have the basis for determining whether or not a given high school should be admitted to membership in the Southern Association. We know from experience that the application of the 'Evaluative Criteria' to any high school has a stimulating and wholesome effect and the application of this means of accreditation will, in my judgment, be more satisfactory than the mode now in operation. Admittedly the present standards for admission of schools to membership in the Southern Association are not satisfactory, and I see no reason at all why we should not apply the 'Evaluative Criteria' to all schools seeking admission to the Association."

President Green says: "I think the 'Evaluative Criteria' should be applied to all incoming members immediately and to old members with more consideration. But demand a complete meeting of such criteria by all."

Principal Moncure answers, "1945."

President Parkinson says, "Not too rapidly."

Director Schultz states: "I am in favor of the 'Evaluative Criteria' but I think we should not force its use too soon."

Professor Stoddard writes: "The plan for use of the new 'Evaluative Criteria' as recommended by the Secondary Commission at Memphis and approved by the Association seems to me to be adequate as a trial experience. However, there should be some elasticity even in applying the schedule approved, so that helpfulness to schools may be safely guarded."

President Hardy demurs: "Personally, I hope that the so-called 'Evaluative Criteria' will never be required. First of all, I have doubt about their value. The results would be arrived at by all sorts of methods. Every sort of inaccuracy would creep in. What general result could be achieved on such a basis, I cannot conceive as having any value at all. I also raise the very serious question of the advisability of requiring administrative officers to spend their time compiling a lot of useless statistics while the vital inside problems of their institutions have to be neglected. We are called upon to do entirely too much of this sort of thing already. I feel particu-

larly sensitive on this sixth question. Very recently I had a talk with the registrar of a large university. He was expressing himself in the same way about the constant call of one agency and another for long, detailed reports, answers to questionnaires, etc., etc. I would like to have time to look after the inside operation of my schools. That is the first obligation that I owe to the 1,400 students, as well as the community which they represent."

Superintendent Sylvester says: "Incoming schools as well as old secondary school members should use the 'Evaluative Criteria' to improve the situation. The study itself should be the determining factor in the use of the 'Evaluative Criteria'."

Superintendent Dodson writes: "It is my opinion that the Secondary School Commission is functioning very nicely and should extend the 'Evaluative Criteria' to all members at an early date."

Headmaster McCallie suggests: "In answer to question number six, we should proceed cautiously in applying the 'Evaluative Criteria' to old schools. Certainly, they ought to be applied as far as practicable to new schools applying for membership. Application to old schools should be gradual, but should be accomplished within the next five years."

Mother Thomas Voorhies is more confident: "With regard to issue number six and the question put up at the Memphis meeting—that all schools now in the Southern Association are to be evaluated according to the 'Evaluative Criteria' by 1945, I wish to state the following: We heartily approve of the above regulation—the 'Evaluative Criteria' will meet with success, for they will give each school and its faculty an opportunity to study their own institution—to take their 'educational temperature' and to profit by any deficiency that they may find during the process of evaluation."

Dean Walker has confidence in the Secondary Commission: "We should trust the gumption of those commissioned to do the applying."

Superintendent Moore states laconically, "Immediately."

Principal Boyd gives more latitude: "Five or ten years."

Professor Little is not very enthusiastic: "Very slowly."

Superintendent Warren urges: "Rapidly as possible."

Miss Allison concurs: "As soon as possible."

Sister Elizabeth would let each school choose within a five-year period: "Each school should have a maximum of five years before the 'Evaluative Criteria' be applied in full."

President Fillers writes: "The 'Evaluative Criteria' should be applied immediately to all the incoming secondary school members of the Associa-



tion. The old members should be evaluated at the rate of one-third to one-fifth per year until they have all been evaluated."

President Humphrey balances speed with confidence in the Commission: "The 'Evaluative Criteria' should be applied to secondary schools as rapidly as is consistent with the good judgment of those making application."

President Meadows also would trust the Commission: "The members of the committee who have handled this problem are better prepared to offer suggestions than those who have not worked on the committee."

President Burk would use mild pressure if necessary: "New 'Evaluative Criteria' should be applied to all incoming and old secondary school members as rapidly as possible. If the schools are to benefit by the stimulation afforded them, some pressure should be put on the schools to measure themselves in terms of the new criteria."

Dean Williams advises: "Go carefully."

President Jenkins doubts the wisdom of application: "In regard to 'Evaluative Criteria,' I believe that the schools do not see sufficient benefit for the amount of work necessary to carry out the program."

Principal Strickland expresses doubt: "I do not feel that we are prepared for a rapid use of the 'Evaluative Criteria.' I don't think that the Association has sufficient funds nor the sufficient time of trained men for this work to be effective. I favor considerable delay unless they are greatly revised."

Father James F. Whelan, Professor of Education, Loyola University, makes so careful and full an answer to this question that we publish it as an article on pages 65 to 67 this number of the *QUARTERLY*, following an interesting study of the opinions of members and former members of the Secondary Commission compiled by Professor William R. Smithey of the University of Virginia, published on pages 53-64.

President Whitley states simply: "The 'Evaluative Criteria' should be applied to the incoming and old secondary school members of the Association as rapidly as efficiency will warrant."

Principal Burke states: "Application of the criteria as a diagnosis and as a stimulus should be as rapid as the membership can be educated to its use."

Director Hathorn carefully outlines his answer as follows:

"A. I believe that the 'Evaluative Criteria' should be used for all new schools applying to the Southern Association for membership.

"B. I would not say that old schools should be compelled to use the 'Evaluative Criteria,' but I do think that we should have a program which would make it possible for all old schools to be evaluated by the new

criteria within the next four or five years and that the state committee should urge them so to do. In my judgment, the committee in each state should try to include one-sixth to one-fifth of all the old schools each year.

"C. The 'Evaluative Criteria' should be used for accreditation purposes only in a limited way:

- (1) In the case of new schools, the 'Evaluative Criteria' should be used for the following purposes:

- (a) If a new school fails to meet our quantitative standards in some one or more particulars but a careful application of the 'Evaluative Criteria' indicates that it is a good school, then I think the committee should recommend it for approval;

- (b) If a new school meets in every detail our quantitative standards but a careful application of the 'Evaluative Criteria' clearly indicates that it is a poor school, then I feel that the school should not be admitted to membership.

- (2) In the case of old schools, I feel that the 'Evaluative Criteria' could well be used in the following way:

- (a) When an old school is warned on one or more of our quantitative standards, it should be required to use the 'Evaluative Criteria' before the next meeting. If a careful application of the 'Evaluative Criteria' indicates that it is a good or excellent school despite its delinquency on some one or more quantitative standard, it should be continued as a member school without warning. If careful application of the 'Evaluative Criteria' indicates that the warned school is a poor school, it should be continued one more year with warning and failing at the end of that year to meet all quantitative standards should be dropped."

Principal Plemmons writes: "The 'Evaluative Criteria' should be applied to all incoming school members of the Association by 1945, with approximately 20 per cent the first three years, 15 per cent the next two, and 10 per cent the last. Because of the length of time involved, the smaller schools should be evaluated first."

The QUARTERLY is frank to say that C (2) of Director Hathorn's answer seems to be the most practical suggestion it has received amid all the conflicting views, as to applying the new criteria to old schools. In other words, so long as no question is raised as to whether a member school meets the quantitative standards, leave the matter of applying the "Evaluative Criteria" optional with that school—certainly until all doubtful schools have been checked; but use the criteria as a possible way out when a school cannot meet minimum standards but insists that it can prove itself "a good school."

Dean Carr says : "I am not sure as to this."

Registrar Mathews gives a Scotch verdict, canny and thrifty : "The process should be completed within three or four years, provided membership is to be based thereon. The Southern Association is not well enough supplied with funds to assume a philanthropic role and go about evaluating schools just for the general good."

7. *Should the Association Adopt Some Central Meeting Place Instead of Having a Different Meeting Place Each Year? If So, Should It Establish Permanent Offices?*

Director Highsmith answers concisely : "No."

President Warren says : "With reference to number seven, I would prefer a central meeting place, and it seems there would be an advantage if the executive secretary's offices should be established in the city where the meeting would be held each year."

President Green urges careful consideration : "There are definite advantages in favor of an annual meeting place, and permanent offices. I think these should be weighed very carefully and discussed. If some place like Memphis or Atlanta were selected it would certainly be an advantage. Maybe Birmingham would be a good place. Yet, I believe the Association has a message to be taken into various communities, which the present mobile plan satisfies."

Principal Moncure and President Parkinson join in saying : "No."

President Ingram closely connects to his answer for question seven matters already discussed in connection with the second and fifth issues. We give his comments together at this place :

"I know that there are always criticisms regardless of how our officials act and move in reference to the administration of an organization. One of the most current criticisms is the lack of participation in the organization by the majority of people who compose its membership. I do not think that that is well justified. I note, however, that your question five asks something about this situation which evidences your knowledge of this prevailing criticism. It seems that a permanent home and shorter tenure of office of the commissions in order more readily to distribute the duties among such a large contingency might help this situation. This would involve more duties upon your paid force, but I do not see anything particularly wrong with that."

Director Schultz says : "I think a new location for the central meeting adds interest in the trip."

Dean Davis expands the same idea and adds another : "I am definitely opposed to the adoption of a central meeting place for the association. I

believe that the influence of the Association is wholesome in a state, and I believe that it should be moved from year to year to different sections and areas of the South. An Association of this sort is always more largely attended by the people near the meeting place than by those far away. Consequently, if we were to adopt a central meeting place, regardless of where that place should be, the state and territory adjacent to that central meeting place would always have much more advantage over the other sections of the South, especially from the standpoint of attendance. By moving the Association from state to state, the average cost of attendance is not increased over having the Association located at one central place. For instance, it would cost the people of Texas twice as much to go to Virginia as it would to go to Atlanta, but when the Association was held in Texas, the cost for transportation would be nil, and the average of the two meetings would be exactly the same as the cost of attending two meetings, halfway between the states on the extremes. An individual attends the Association for the travel as well as the meeting and conversing with the fellows there. Then if there is an advantage in travel, that advantage would be extended by having the Association meet in different areas. In addition to this advantage, I am definitely of the opinion that it is advantageous to the local territory in which the meeting is held. More educators and even laymen will attend a meeting in their own state or territory, and that advantage should be distributed over the South."

Professor Stoddard disagrees: "The Association should adopt some central meeting place. It should establish permanent offices after and when it is financially feasible."

Superintendent Latham rejoins: "I favor a different meeting place each year for the Association."

President Hardy adds: "I think the present plan of having the Association meet in different parts of the territory it covers is an admirable one. Since the work of the Association should certainly be done by men actively engaged in school work, I hardly see how permanent offices could be very well established."

Superintendent Sylvester repeats the suggestion stressed by others just quoted: "I think a definite meeting place should be decided for each year as this gives all members an opportunity for travel and additional study of the different school systems throughout the South."

Superintendent Dodson agrees with Professor Stoddard: "I believe the Association should have a central meeting place and establish permanent offices."

Father Dagneau disagrees: "In reply to number seven, I think that it would be a mistake to meet always at the same city. It would take away



a lot of the 'color' of the meeting and the entertaining city would soon lose interest. A central office, however, would be a great convenience."

Headmaster McCallie plugs regretfully for a central meeting place: "In answer to question seven, there would undoubtedly be more efficiency, if we had one central meeting place such as does the North Central and as the Middle States and Maryland. Naturally, a central meeting place would carry along with it a permanent office at that place. Nevertheless, much has been gained by the Association in meeting at different places. It has spread our influences more rapidly than would have been the case if we had met at one central place. I think the time has now arrived, however, when the advantages of meeting at one central place would outweigh other considerations that come from meeting at different localities throughout the Southland.

Dean Walker disagrees: "The policy of moving about is good. Should we become fixed in such a center as Atlanta, say, there would develop the notion of an 'educational capital.' The Association should avoid the centripetal concept on this point."

Principal Boyd, Dean Boitnott, and Professor Little say, "No."

Superintendent Walker says: "Yes," to first part and "Yes, at Memphis or Jackson," to second part.

Miss Allison disagrees: "I think the present plan is best."

Sister Elizabeth divides her answer, thus: "The Southern Association should establish permanent offices, but different meeting places each year, thus giving an opportunity to make wider contacts."

Principal Harwood agrees with the majority as to the first part of question seven: "A central meeting place is undesirable (a) because it is unfair—giving contiguous territory always the advantage in cost of attendance and placing the heavier cost always on the same schools. It is also undesirable (b) because it would deprive many delegates of a knowledge of other environments which some of us at least would learn only by attendance on these meetings."

President Fillers concurs, but less vehemently: "There would be some advantage in having a central meeting place for the Southern Association each year. It is questionable to me if these advantages outweigh other advantages which would be lost by changing the present plan. I know that the school officials in Texas would be pleased to have the meeting in this state now and then. A permanent meeting place would be of great benefit to one state and one city. At this time I can see no good reason for establishing a permanent place anywhere."

President Humphrey says: "I do not believe that the Association should adopt a central meeting place or establish permanent offices."

President Meadows: "No," to the first part and "Yes" to the second.

President Burk makes the same distinction made by several others: "I like the present plan of moving from section to section for the annual meeting. The continuance of our present plans should not forbid the establishment of a permanent office located near the geographical center of the states comprising the Southern Association."

Principal Strickland writes, "I think that our present system of selecting meeting places is satisfactory."

President Whitley is content as things are: "There is not yet sufficient evidence before me to cause me to believe that the Association should have permanent offices, or that it should have a fixed meeting place. I am satisfied with the set-up as it now is with reference to these two items."

Principal Burke writes: "Yes—to both parts."

Director Hathorn says, "No."

Principal Plemmons agrees with the negative: "The plan of meeting at a different place each year is more appealing to me than a central meeting place. Therefore, I am not in favor of establishing permanent offices. A central meeting place or permanent offices, I fear, would tend to make us stationary in more ways than one."

Dean Akin takes his stand with the minority: "Located as we are in the western edge of the Association, we should like to have a central meeting place such as Nashville or New Orleans which would be much more convenient for us in attending. Another advantage of the centrally located meeting place seems to me that permanent offices might be set up and the work of the Association made more efficient than it is when moved from place to place. I realize that there would be disadvantages in a permanent location, especially since we would be denied the opportunity of making new contacts and observing different institutions."

Dean Carr states: "I like to rotate the meetings. However, there would be advantages to the organization in having a central meeting place with permanent offices."

Registrar Mathews: "Yes, I think probably a central meeting place with permanent offices would be an improvement in view of the large size we have now attained."

Dean Williams answers the second part of the question: "Yes, it probably should have permanent offices."

It is clear to the *QUARTERLY* that the two parts of question seven are answered differently by most of the members of the Association. The senti-

ment seems to be strong in the Association for having different meeting places from year to year on the two-fold argument that it is good for delegates from all over the Southern Association territory to visit different parts of the territory and see what is going on, and on the other hand that such visiting by the Association delegates is inspirational to the places visited. On the other hand, perhaps not so strongly there is quite a sentiment for a central office to which all correspondence with the Association can be addressed. Such opposition as exists to this latter idea arises from the fear of building up a permanent secretariat with expensive overhead and perhaps leasing or ultimately buying expensive headquarters. This fear of an unwieldy secretariat with expensive headquarters is probably a wise fear, and is perhaps the best safeguard against such developments. On the other hand, *it would be a very desirable thing from the standpoint of efficiency if the Association at least had a permanent mailing address.* It is annoying to a person engaged in educational work on the faculty of a member institution to have to decide each time he desires to communicate about Association affairs whether he should address the Secretary-Treasurer at Rock Hill, South Carolina, or the SOUTHERN ASSOCIATION QUARTERLY at Durham, North Carolina, or the Secretary of the Commission on Secondary Schools at Nashville, Tennessee, or the Executive Secretary of the Commission on Institutions of Higher Education at Birmingham, Alabama, or the Secretary of the Commission on Curricular Problems and Research at Birmingham, Alabama, or the Chairman of the Commission on Secondary Schools at Austin, Texas, or the Chairman of the Commission on Institutions of Higher Education at Nashville, Tennessee, or the Chairman of the Commission on Curricular Problems and Research at Williamsburg, Virginia. Fortunately, he usually has to decide merely among three or four of these instead of the entire list, but the QUARTERLY has received letters that were sent first to the Committee on Negro Education, then to the Chairman of one of the commissions, then to Rock Hill, and finally to the QUARTERLY. Since nearly all of these offices operate with part-time clerical help and some of them change each meeting, there is frequently a week lost in forwarding mail from one to another. Frankly without any hope of making a suggestion that will be accepted, the editor, although personally opposed to a permanent meeting place, commits himself to these propositions:

(1) The Southern Association should have a central office to which all communications should be addressed;

(2) This central office should not develop into "elaborate headquarters" but should be simply a working place for an executive secretary of the Association (If the term "executive" sounds too pretentious, call the official simply "corresponding" secretary);

(3) This executive, or corresponding, secretary should be a full-time paid

official with definite duties, making him responsible for all the clerical and office work of the Association ;

(4) The Secretary-Treasurer of the Association should be relieved of all secretarial duties involving correspondence. He should be responsible only for the minutes of the annual meeting and for approving them before they are put into print. The secretaries of the various commissions should similarly become merely recording secretaries. They should have no clerical allowance or duties of correspondence after the minutes and standards of the commissions have been put into print ;

(5) The Executive Secretary of the Commission on Institutions of Higher Education should either become the executive, or corresponding, secretary of the Association, or his duties should be taken over by the executive secretary of the Association ;

(6) The executive secretary of the Association should act as managing editor of the *QUARTERLY* with such associate and contributing editors for various departments as could be worked out ;

(7) All publications and correspondence of the Association should go out from the central office under the supervision of the executive secretary as directed by the President of the Association and the Executive Committee.

### Education's Responsibility to Democracy

President Roy and the Executive Committee have chosen as the theme for the Forty-fourth Annual Meeting "Education's Responsibility to Democracy." No more timely theme could have been chosen.

Education has heavy responsibility to Democracy ; in fact Education as we conceive it exists only in democracies. Any society with instinct of self-preservation tries to devise some kind of education that will train its youth to carry on in the traditions of that society. Education is the social tool by which any society can hope to project itself into the future. But only in a democracy does education dare to train the individual to be critical of the society of which it is itself the tool. Democracy has said to Education : "Be free to think, devise, examine, criticise, judge, and improve even Me if you can." Only in a democracy does education undertake as one of its aims the training of citizens to be critical of the theories underlying the prevailing system.

To the authoritarian mind this willingness of democracy to train the critical abilities of its citizens is absurdly dangerous. The current dictators have ridiculed over and over again the inability of democracy to make up its mind. They insist that democracy is so organized as inevitably to be divided against itself, that it carries in its very nature the seeds of its own dissolution. A dictatorship can think and act as one man because in the

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**Education's Responsibility to Democracy**



last analysis it is one man. A democracy consists of many minds in conflict, and effective action is frequently impeded.

To what someone has wittily called the sophomore class of liberalism, on the other hand, this freedom of criticism in a democracy is as bewildering as it is absurd to the totalitarians. The self-styled "intelligentsia" and self-styled "leaders of liberal opinion," cannot understand how they can demonstrate that they are thinking unless they demonstrate their activity by attacking whatever democracy has found good. Read their editorials in the magazines that pride themselves on their relatively small circulation by stressing the select "type of mind" to which they appeal, and you find two outstanding assumptions: (1) any magazine that appeals to large numbers of ordinary self-respecting Americans who have no desire to call themselves intelligentsia is of a distinctly lower intellectual type than themselves; (2) anyone who is willing to admit that a great many things are right in America is obviously not capable of very much thought. In other words, if you agree with much or most of what has been accepted as commonplace American political theory, you are merely quoting "parrot-like" what someone else has thought or said. You can demonstrate your thinking only by attacking what now exists in America, even though you yourself quote "parrot-like" the stuff from Moscow and whatever other centers of active propaganda against current liberal democracy may be found. This bewilderment that identifies attack upon democracy as the only possible exercise of democratic freedom of thought, needs to have it pointed out occasionally that really the complacent parrot who always agrees is at least the equal of the braying mule who always kicks. The mule is merely the better spectacle and more amusing when he really isn't doing any damage. The tendency of the kicking type of so-called liberal publication to expand its subscription list when times are quiet, and to lose subscribers when national crises occur, might indicate to the self-styled intelligentsiac publications that many of their readers are not at all "fellow travelers," but are merely amused at their antics. One hope of democracy lies in the ability of the average citizen to resist the propaganda of self-styled intellectuals.

Education has indeed a heavy responsibility to Democracy in dealing both with the authoritarian and the sophomoric (or, "intelligentsiac") points of view. Those responsible for education need to realize that it is fundamentally a social process and that its basis lies in the social heritage. Fly-by-night reformers do not like to think back in time. They say they have not time to study Greece and Rome and the Hebrew Prophets. They would start no further back than the fall of Napoleon, and preferably no further back than the World War, or perhaps the conference of Munich. A study of history and the rise and fall of political, social, and economic systems might show that their panaceas are not the full-grown children of their own disordered brains, but represent schemes that were tried and found wanting

centuries ago. Unfortunately, too, for these impatient reformers who would tear down before they can even begin to think of how to build back, a study of the past might reveal certain ethical and moral standards and ideals which they prefer to regard as merely the props of our present economic and social system. An earnest study of history is a good antidote alike to the assertions of the authoritarians and the ravings of the sophomores. Education has a responsibility to Democracy to insist that the story of the painful struggle of man through the ages, as revealed in the history of western civilization from the earliest times, is a necessary part of the training of our youth. Youth needs to realize the responsibility that comes from feeling that the great discoverers, law-givers, reformers, and the plain striving masses of humanity labored, surely, if at times blindly, toward this civilization that, in spite of its imperfections, offers its children today opportunities never enjoyed by its creators. Youth needs to realize, as it thinks reverently of these millions gone before and takes a little time to ponder their story, the truth expressed in the Book of Hebrews that all these labored "without receiving the promise" and at least dimly foreseeing "that they without us should not be made perfect." If Education teaches the children of Democracy that the privileges now enjoyed represent the life blood and noblest strivings of generations gone before, the silly ravings of those who are always on the attack and are so much more interested in tearing down than in trying to build on what they have, would be much less dangerous than they sometimes appear. Education has a responsibility to keep before the children of Democracy their debt to the past.

Education not only has a responsibility of showing to all its children how much they owe to those gone before, but also it has as much responsibility today as it had in the time of Thomas Jefferson to train great and good leaders. The Darwinian struggle for the survival of the fittest works out beautifully in the jungle that is communism to throw the ablest gangster to the top. Stalin will hold his own until an abler and less scrupulous can purge him. Similarly, those at the head of some other authoritarian system can so control the succession as to keep bold and unscrupulous leaders at the helm; and if and when they do quarrel among themselves, Darwinian determinism again has the chance to place an able man in the saddle. Democracy is different. It must train its leaders to rule and be ruled for the good of all. Our schools in recent years have perhaps swung too far in their sympathy for the handicapped and their concern for the average, and have neglected to train men of power who will be also men of good will. Whenever the schools of a democracy cease to be interested in the training of leaders, they are not fulfilling one of their greatest responsibilities. Sane recognition of individual differences, with provision for training the ablest to do their best as well as the mediocre or the handicapped, is a heavy responsibility. The present crisis in the world's affairs ought to remind leaders in

education of Carlyle's comment, that many ages of human history have gone down to ruin because the Great Man would not come when called.

Education owes to Democracy the calling and training of such men. It is as much the responsibility of education in a democracy to call the great men as to give equality of opportunity to all. We pour out money to train the child who is deaf because we see *his* need. We should be wise if we also poured out money to train our geniuses because we see our own need.

Another responsibility which Education has to Democracy that is not stressed as much as it might well be, is the responsibility of Education to coöperate with all the institutions of society that man has so far found good. Coöperation does not forbid discussion and criticism, for we have already pointed out that Democracy grants the right to criticise—even itself. But referring again to the sophomore class, after its "thinkers" have exhausted themselves in exploiting Moscow or the other totalitarian schools of thought, and in the disparagement of American democracy, they then outdo themselves in denunciations of capitalism and of the church. They rave about placing "human rights" above "property rights" until by mere assertion they almost persuade one to believe that there is intrinsic conflict. Yet the truth is that except for the rights of personal protection, human rights have a tendency to be associated with property rights. The average man feels that his rights to spend his own wages and obtain the fruits of his own labor are human rights. The comparisons pointed out even by some fairly thoughtful historians and political orators in late years to the effect that the Constitution of the United States deals primarily with property rights, whereas the Declaration of Independence was a revolutionary document dealing primarily with human rights, shows the futility of much "left-wing" thinking. In the first place, the two documents were produced by the same generation of men and approved and fought for by many of the same leaders. It might not be amiss to suggest that the flaming sentiments of the great Declaration found it rather hard to settle down into a steady glow of freedom until the Constitution was in operation. The "human" rights asserted by one found expression difficult without some effectual guarantee of property rights through the operation of the other. After all, property rights are no more than rights to property guaranteed *to human beings*. When "fellow travelers" were most prolific in their praises of Moscow, they could say very little as to the well-being of the average Russian peasant or worker in comparison to the comforts of the average American worker. Children of Democracy need to know that although capitalism is just as subject to criticism as is Democracy itself, capitalism has given to the average man in democratic countries far more of what we think of as the ordinary comforts of life than any other system ever achieved. They also need to know that the basis of revolutionary totalitarianism, whether of Stalin or Hitler, is the taking *from* certain members of society to distribute to other members,

whereas the basis of American capitalism has been a steadily greater exploitation of natural resources and of the inventions of trained minds, to the end that *all* may have an increasing share in this world's goods. It is easy to point out that certain groups in revolutionary societies have improved their position by feeding like wolves on other groups and individuals, and then blandly pass over the steady expression of public sentiment in America *as a direct part of the capitalistic system* that has reduced working hours in many industries from seventy-two or seventy-eight or more per week to as low as thirty and thirty-six, at much better wages for the shorter hours, within the memories of men not yet old. The steady increase in wages and the steady reduction in hours of work achieved by American capitalism are too commonplace to arouse the feverish enthusiasm aroused by the "five-year" plans and the wild dreams of "planned" economies exploited by the totalitarians and the sophomores; but Education owes it to Democracy that these prosaic facts of capitalism be set forth.

Education owes the same responsibility to Democracy in pointing out to its children the place of religion and of the church. It is a happy omen that the president of the Association this year, elected apparently with such evident approval at the Memphis meeting, is a churchman, and a churchman representing a church that is not particularly strong in but three of the eleven states of the Association territory. His church is not dominant in this area, but the religious ideal he represents is the ideal that religion is a part of life. It has been said by some national thinkers that the South will have to furnish more than its share of leaders in this next generation if the older American ideals are to survive. Among the older American ideals was the important place of religion in human affairs. Mr. Walter Lippmann has pointed out on at least two occasions within the last eighteen months that democracy and liberalism are not found in our present world where religion has become subordinated to some other philosophy of life. As he eloquently points out, the totalitarian theory that the state has only such morals as it chooses to have and the child belongs to the state to do its will is a logical and practical philosophy that has swept all other philosophies before it except one. The one that has set its face and taken its stand definitely against the totalitarian ideal of the unmoral state controlling the child is the religious ideal. The religious ideal states emphatically that the child does not belong to the state, and is not the property of its parents. It is an immortal soul and belongs to God. God is law and represents fundamental principles of right, in accordance with which the individual must live if he is to live. Only the churchman has a philosophy enabling him to face the firing squad and the concentration camp in protest against the denial of human rights. Again, as Mr. Lippmann states, the only effective voices raised in Europe against totalitarianism have been the voices of churchman. Education owes to Democracy the responsibility of teaching



its children respect for religion as the only ideal that has ever served as a practical basis to guarantee human rights.

Education has the responsibility to Democracy not only of coöperating with the institutions of society that man has so far found good, but also of realizing that Education is far bigger than the school. It is good educational theory that auxiliary agencies of Education such as libraries and playgrounds and educational expansions such as adult education and the care of the feeble-minded should be directed by trained educators. But the educational statesman who will risk crippling the usefulness of auxiliary agencies or the possibility of providing extended services in order to insist that these services fall under his administration becomes merely another politician grasping for personal power and demonstrating himself to be pitifully small in comparison to the size of the job Education has to do for Democracy. The article on page 74 in this issue of the *QUARTERLY* by Mr. Stowe suggests this problem with reference to placement of youths in jobs, and there are many other areas in which educational problems reach beyond the school. Education has the responsibility of coördinating the school with whatever agency is working in the area of guiding youth.

These are only some of Education's responsibilities to Democracy that it is well to consider in this year of 1940. The whole program of the Southern Association annual meeting will revolve around the theme as announced. We hope that every member institution in the Association will send its delegates to Atlanta to share in the inspirational addresses, to participate in the discussions, and more important still, to help guide the deliberations into paths that will indicate an appreciation of the responsibilities placed upon the educational leaders of this section in the preservation of the democratic ideal.

## NOTICE OF INTEREST

### PUBLICATIONS OF THE COOPERATIVE STUDY

It has been the privilege of the editor to have opportunity of going over carefully the publications of the Coöperative Study. These are now listed as follows\* :

1. *Evaluation of Secondary Schools: General Report*, 553 pages. Cloth bound, \$3.50.

A comprehensive report of the purposes, history, methods, and recommendations of the Coöperative Study of Secondary School Standards.

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\* See p. xi, *How to Evaluate a Secondary School, 1940 Edition*. All publications may be obtained at the prices indicated from the Coöperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.—EDITOR.

2. *Evaluation of Secondary Schools: Supplementary Reprints*, 320 pages. Cloth bound, \$1.50.

A volume of twenty-nine reprints of articles previously published in various educational journals, each reporting on some phase of the Coöperative Study. Intended as a companion volume for the *General Report* listed above.

3. *How to Evaluate a Secondary School* (1940 Edition), 163 pages. Cloth bound, \$1.25; paper bound, \$.90.

A manual of instructions to accompany *Evaluative Criteria* and *Educational Temperatures* (see below). Gives all information and instructions necessary for actual use of the procedures recommended by the Coöperative Study for evaluation of a school. Contains chapters of instructions and suggestions to schools, to visiting committees, and to supervisory and accrediting agencies. Includes, as an appendix, the charts from *Educational Temperatures*, filled out for five representative schools.

4. *Evaluative Criteria* (1940 Edition), 196 pages (also available as set of fourteen separate pamphlets, varying in length from four to twenty pages). Cloth bound, \$1.00; paper bound, \$.60; separate pamphlets, \$.05 each. Also available in a combined edition, including *Evaluative Criteria* and *Educational Temperatures*, designed especially for reference use. 238 pages. Cloth bound, \$1.50.

The basic material recommended for use in evaluating a school. Contains approximately 1,600 checklist items and 500 evaluations covering all significant phases of the modern secondary school. Includes the follow sections (also published as separate pamphlets): Philosophy and Objectives, Pupil Population and School Community, Curriculum and Courses of Study, Pupil Activity Program, Library Service, Guidance Service, Instruction, Outcomes of the Educational Program, School Staff, School Plant, School Administration, Data for Individual Staff Members, and Summary Forms.

5. *Educational Temperatures* (1940 Edition), 52 pages. Bound in press-board, loose-leaf, \$.50. Also available in a combined edition with *Evaluative Criteria*, as described under No. 4 above. Also available as twenty-five wall charts, 17" x 22". \$2.00 per set.

A series of charts for exhibiting in vivid and graphic form the results of an evaluation made by means of the material in the *Evaluative Criteria*. Shows relative standing or "educational temperatures" of 110 significant aspects, so presented as to facilitate comparisons with schools of different size, type, accreditation status, and regional location, or with schools of all sizes and types in all parts of the country. The twenty-five wall charts are enlarged copies of the charts from *Educational Temperatures*.

6. *Evaluation of a Secondary School Library* (1938 Edition), 50 pages. Paper bound, \$.35. Four wall charts, 17" x 22", also available.

Contains all the material with reference to evaluation of a library from 1938 editions of *How to Evaluate a Secondary School*, and *Educational Temperatures*.

The QUARTERLY would suggest not only that every high school in the Association order a complete set of these publications but that the principals and teachers read them carefully with the idea of applying to their own schools the materials presented. Many teachers and school officials who have been prejudiced perhaps by the assumption that those who made the Study have been dogmatic or over-sure of themselves and their work will be agreeably surprised and perhaps disarmed by the frankness of presentation and discussion. At any rate, it is hard to read these publications without an increasing respect for the labor and thoroughness indicated, and impossible to read without receiving new points of emphasis in working toward the common ideal of "the good school."

Regardless of how and how far the "Evaluative Criteria" may be applied in the Southern Association, every person directly responsible for the organization and administration of a secondary school owes it to himself and his school to give a careful reading to the publications of the Study. Incidentally, the names of the devoted workers who saw the Study through entitles its findings to careful thought. The personnel of the Study since its formal organization August 18, 1933 is listed as follows on pages xv-xvi of *How to Evaluate a Secondary School*:

*Representatives of Regional Associations of Colleges and Secondary Schools* (Twenty-one members, with five substitutions caused by resignation or death.)

*New England Association*

Howard Conant, Holyoke High School, Holyoke, Massachusetts

Jesse B. Davis, Boston University, Boston, Massachusetts

Arthur W. Lowe, Portland High School, Portland, Maine

*Middle States Association*

E. D. Grizzell, University of Pennsylvania, Philadelphia, Pennsylvania

\*Richard M. Gummere, William Penn Charter School, Philadelphia, Pennsylvania (1933-38)

Charles C. Tillinghast, Horace Mann School for Boys, New York, New York (1938—)

William Mather Lewis, Lafayette College, Easton, Pennsylvania

George W. McClelland, University of Pennsylvania, Philadelphia, Pennsylvania

William A. Wetzel, Trenton Central High School, Trenton, New Jersey

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\* Resigned.

*North Central Association*

George E. Carrothers, University of Michigan, Ann Arbor, Michigan

Carl G. F. Franzen, Indiana University, Bloomington, Indiana

\*J. T. Giles, State Department of Public Instruction, Madison, Wisconsin  
(1933-37)

C. R. Maxwell, University of Wyoming, Laramie, Wyoming (1937—)

M. R. Owens, State Department of Education, Little Rock, Arkansas

\*A. A. Reed, University of Nebraska, Lincoln, Nebraska (1933-35)

E. E. Morley, Cleveland Heights High School, Cleveland Heights, Ohio  
(1935—)

*Southern Association*

J. Henry Highsmith, State Department of Public Instruction, Raleigh,  
North Carolina

Joseph Roemer, George Peabody College for Teachers, Nashville, Ten-  
nessee

William R. Smithey, University of Virginia, Charlottesville, Virginia

S. B. Tinsley, Louisville Girls High School, Louisville, Kentucky

C. R. Wilcox, Darlington School, Rome, Georgia

*Northwest Association*

†Henry M. Hart, Lewis and Clark High School, Spokane, Washington  
(1933-36)

Ph. Soulen, State Department of Public Instruction, Boise, Idaho (1937—)

M. P. Moe, State Department of Public Instruction, Helena, Montana

*Western Association*

‡William M. Proctor, Stanford University, Palo Alto, California (1933-37)

A. J. Cloud, San Francisco Junior College, San Francisco, California  
(1937—)

## ADVISORY MEMBERS

E. J. Ashbaugh, National Committee on Research in Secondary Education,  
Miami University, Oxford, Ohio

D. H. Gardner, Committee on Revision of Standards of the Commission on  
Higher Institutions of the North Central Association, University of Akron,  
Akron, Ohio

Carl A. Jessen, United States Office of Education, Washington, D. C.

W. J. McGucken, St. Louis University, St. Louis, Missouri

S. D. Shankland, National Education Association, Washington, D. C.

J. W. Studebaker, United States Office of Education, Washington, D. C.

George F. Zook, American Council on Education, Washington, D. C.

The Southern Association is deeply indebted to Supervisor Highsmith,  
Director Roemer, Professor Smithey, Principal Tinsley, and Headmaster

\* Resigned.

† Deceased November 16, 1936.

‡ Deceased October 28, 1937.

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LIBRARY



Wilcox for their part as its own representatives—particularly to Doctors Highsmith and Roemer, who served on the nine-man executive committee of the Study, and most particularly to Joseph Roemer for his service as a member of the administrative committee directly in charge of the Study.

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**Theme of Forty-fourth Annual Meeting (April 8-12, 1940, Atlanta):  
Education's Responsibility to Democracy**

# What Shall the Commission on Secondary Schools Do With the "Evaluative Criteria" of the Co-operative Study of Secondary Standards?

By WILLIAM R. SMITHEY

*Professor of Secondary Education, University of Virginia*

A COMPARISON OF THE PRESENT ACTIONS AND POLICIES OF FOUR  
ASSOCIATIONS

The Coöperative Study of Secondary School Standards, initiated by and directed by appointed representatives of the six regional associations of colleges and secondary schools, has completed the 1940 edition of the "Evaluative Criteria." These new measures for judging the worth of secondary schools have been submitted to these regional organizations for such uses as these associations may see fit to adopt. Four of these associations have made official statements of policy with reference to the use of the "Evaluative Criteria." The following summary gives the gist of these official actions.

## *Middle States Association*

1. *Date of action.*<sup>1</sup> November 25, 1938.
2. *General recommendation.* The guiding principles of the "Evaluative Criteria" were adopted, with existing standards in effect during the period of transition.
3. *Outline of policy.* The complete program was adopted with the "Evaluative Criteria" for checking and evaluation and the "educational temperatures" for presentation of results. Interpretation of results is made by (1) advisory state committees and (2) the Commission on Secondary Schools. A list of accredited schools will be maintained as at present.
4. *Introduction of new program.* All schools now on list are to be evaluated before January 1, 1945. All new schools shall use "Evaluative Criteria." Frequency of re-evaluation will be determined later. Minimum period of five years is suggested. Partial re-evaluation may be permitted or required oftener in special cases. In 1939 not more than forty old and ten new schools are to be evaluated.
5. *Evaluation committees.* Each committee is to consist of one full-time representative and at least one additional qualified person. A program of instruction of committees shall be developed to train committee members to carry out new procedures. A coöperative pro-

<sup>1</sup> Middle States Association of Colleges and Secondary Schools, *Proceedings of the Fifty-second Annual Convention, 1938*, pages 20-22.

gram, if possible, is to be developed with State Departments of Education.

6. *Administration of program.* The program as planned by the Commission shall be carried on under the direction of the chairman and/or a full-time field representative with the advice of a sub-committee of the Commission.
7. *State committees.* State committees as now constituted shall continue to serve as agencies for interpreting findings in light of local conditions and to perform such other services as the Commission may require.
8. *Financial support.* The annual membership fee of \$10 shall be continued. Official evaluations of schools shall be financed on the basis of a special service charge of \$5 per man per day, and the travel and maintenance expense of the committee members. All materials will be provided except that new schools will pay a fee of \$5 for the examination and report. Evaluation committees are to serve without pay. If coöperative arrangements can be made with State Departments, the expenses of the evaluations may be reduced.

#### *Northwest Association*

1. *Date of action.*<sup>2</sup> June 2-3, 1939.
2. *General recommendation.* "Evaluative Criteria" are recognized as an important factor, but not the only factor for accrediting. Stimulating values are held more significant than standardizing values. First schools to be evaluated by "Evaluative Criteria" will be those in which the teaching load is a problem.
3. *Outline of policy.* An annual report is continued, with supplementary report each year from each school evaluated. Schools evaluated are to be listed separately or starred in Association reports.
4. *Introduction of new program.* All Association schools are to be evaluated by "Evaluative Criteria" within four or five years. The "Evaluative Criteria" are to be used by (new) schools applying for membership. Schools will be evaluated once in four or five years, unless changes in administration or program require re-evaluation.
5. *Evaluation committees.* Each committee is to include a member of the state committee and in addition two to eight other members. Each committee is to make written report to the school, copy to be filed with the state committee. A competent personnel from which to draw committee members shall be developed; training conferences and summer study for evaluative procedures should be made avail-

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<sup>2</sup> Northwest Association of Secondary and Higher Schools, *Proceedings of the Twenty-second Annual Meeting, 1939*, pp. 14-15.

able. School superintendents, high school teachers, college instructors and specialists in State Departments should be trained and used for committee work.

6. *Administration of program.* The program as planned by the Association shall be administered by state committees. A committee should be appointed to analyze and summarize the annual reports of progress which may be required from member schools that have been evaluated.
7. *State committees.* State chairmen and state committees are to encourage all schools to use the "Evaluative Criteria." State committees shall appoint or approve all evaluation committees. They shall receive (and file) all reports from evaluation committees.
8. *Financial support.* The schools evaluated shall meet all necessary costs.

#### *North Central Association*

1. *Date of action.*<sup>3</sup> March 30, 1939.
2. *General recommendation.* Present practice of approving (accrediting) secondary schools is to be continued.
3. *Outline of policy.* The "Evaluative Criteria" are to be used for purposes of stimulation and improvement of member schools.
4. *Introduction of new program.* It is hoped that over a period of five years all member schools will have availed themselves of and profited by the "Evaluative Criteria."
5. *Evaluation committees.* The services of an advisory committee on the use of the criteria, appointed by and responsible to the Committee on Policies and consisting of not more than nine persons qualified and available for evaluation purposes, are available to state committees.
6. *Administration of program.* The program is administered by a special committee on policies consisting of nine persons.
7. *State committees.* State committees may require schools seeking membership to apply the "Evaluative Criteria." Services of members of the Advisory Committee will be available to them for evaluation committees.
8. *Financial support.* All travel and subsistence expenses of members of the Advisory Committee on the Use of the "Evaluative Criteria" will be paid by the Association.
9. *Additional statement.* There are now available in most of the states of the Association trained persons qualified to give service to the several states in informing member schools with respect to the value and use of the "Evaluative Criteria."

<sup>3</sup> *North Central Association Quarterly* XIV, p. 69; July 1939.



*Southern Association*

1. *Date of action.*<sup>4</sup> March 28, 1939.
2. *General recommendation.* The plan worked out by the Coöperative Study (the "Evaluative Criteria") was adopted for evaluation and stimulation purposes pending the formulation of a plan for the use of these measures for accrediting purposes. The "Guiding Principles" as set up in the "Evaluative Criteria" were adopted in principle. Existing standards shall continue in effect during period of transition.
3. *Outline of policy.* The complete program was adopted in principle (for evaluation and stimulation purposes) with the "Evaluative Criteria" for checking and evaluation and the "Educational Temperatures" for presentation of results. Interpretation of results are to be made by (1) state committees and (2) the Commission on Secondary Schools. List of accredited schools will be maintained as at present.
4. *Introduction of new program.* All schools now on list should be evaluated before January 1, 1945. All new schools should be urged to use the "Evaluative Criteria." Frequency of re-evaluation will be determined later. Minimum period of five years suggested. Partial re-evaluation may be permitted or required oftener in special cases. In 1939-40, the evaluation program should include all new schools and about 20 per cent of old schools.
5. *Evaluation committees.* Each committee shall consist of one member of the state committee and at least two additional qualified persons. A program of instruction of evaluation committees shall be developed to train committee members to carry out the new procedures. All matters of procedure and administration of this program in each state shall be under control and approval of the state committee.
6. *Administration of program.* The program as planned by the Commission shall be carried on under the direction of each state committee with the advice of a sub-committee of the Commission.
7. *State committees.* The state committees have the implied authority to name the evaluation committees.
8. *Financial support.* The annual membership fee of \$10 shall be continued. Official evaluations of schools shall be financed by the local communities for room and board and all materials; other necessary expenses shall be defrayed from funds of the state committee appropriated by the Southern Association for such purposes. Evaluation committees are to serve without pay.

An analysis of the foregoing summaries reveals that the Middle States Association has adopted a program based upon the recommendations of the

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<sup>4</sup> SOUTHERN ASSOCIATION QUARTERLY III, pp. 267-68; May 1939.

Coöperative Study of Secondary School Standards for the evaluation, accreditation, and improvement of its secondary schools ; that the Northwest Association, North Central Association, and Southern Association have adopted programs for the use of the "Evaluative Criteria" of the Coöperative Study for evaluation and stimulation purposes only ; and that all four of these associations plan, at least tentatively, to have all schools evaluated by the Evaluative Criteria in four or five years. The program of the Middle States Association calls for a full-time representative, who shall serve on all evaluation committees with at least one additional qualified person ; each evaluation committee of the Northwest Association and the Southern Association includes a member of the state committee and at least two additional qualified persons ; and the evaluation committee of the North Central Association consists of members of an advisory committee on the use of the criteria, appointed by a special committee on policies.

In the Middle States Association the administration of the program is in the hands of the chairman (of the Commission) and/or a full-time representative, with the advice of a sub-committee of the Commission. In the Northwest and Southern Associations the administration of the program is in the hands of the state committees ; in the North Central Association the program is administered by a special committee on policies. In all four associations state committees play an important role in the program. They serve as agencies for the interpretation of findings, for encouraging schools to use the "Evaluative Criteria" ; and in the Northwest Association and Southern Association they name the evaluation committees. Each association has a different method for the financial support of the program. The Middle States Association, in addition to the membership fee of \$10, requires a special service charge of \$5 per man per day, plus travel and maintenance expenses of committee members. All materials are provided by the Association. New schools, in addition, must pay a fee of \$5 for the examination of the report. In the Northwest Association the schools evaluated meet all costs for evaluation. In the North Central Association all travel and subsistence expenses of members of the advisory committee are paid by the Association ; and in the Southern Association each school evaluated, in addition to the membership fee of \$10 and the necessary cost of materials, provides subsistence expenses of committee members, while all travel expenses are borne by the state committees from funds appropriated by the Association. Provision is made in the programs of the Middle States Association, Northwest Association, and Southern Association for a program of instruction to train committee members to carry out the new procedures. The program of the North Central Association calls attention to the fact that there are now available in the territory of the Association trained persons qualified to give expert service to member schools that wish to use the "Evaluative Criteria."

### A SURVEY OF OPINION IN THE SECONDARY COMMISSION OF THE SOUTHERN ASSOCIATION

In an effort to secure the opinions of leaders of secondary education in the South concerning the value and possible use of the "Evaluative Criteria" of the Coöperative Study of Secondary School Standards, the writer addressed a letter to the seventy-eight members of the Secondary Commission and to eleven former members of this Commission. This letter asked for opinions concerning the following matters.

1. Should the "Evaluative Criteria" be used for all new schools applying to the Southern Association for membership?

2. Do you think that a program should be inaugurated so that all the old schools may be evaluated by these new criteria by 1945? If so, what proportion of the old schools should be evaluated by the new measures in 1940? 1941? 1942? 1943? 1944? 1945?

3. What machinery should the Secondary Commission set up in order that these schools may be evaluated by the new measures, so that uniform procedures may be used in the several states?

4. Do you think that the "Evaluative Criteria" should be used for accreditation purposes, as well as for evaluative purposes? If so, what should be the basis for accreditation by the new measures; if not, what modifications should be made in our present standards so that they can be used in conjunction with the evaluative measures?

5. Are you in favor of increasing the dues for secondary schools so that a larger fund may be available to state committees for the use of the criteria?

Replies were received from fifty-two of the present members of the Secondary Commission, out of the seventy-eight to whom the questionnaire was sent, and from seven former members of the eleven to whom it was also referred. Several persons failed to answer one or more of the questions. Of the fifty members of the Secondary Commission answering one or more of the five questions, eighteen are high school principals, seventeen are professors or college officials, five are superintendents of public school systems, and ten are members of state departments of education. Of the seven former members of the Commission replying to the questionnaire, three are professors or college officials, two are members of state departments of education, and two are superintendents of public school systems. Table 1 gives the distribution of replies from the states of the Association.

TABLE 1  
DISTRIBUTION OF REPLIES BY STATES

Alabama	3	Kentucky	4
Florida	5	Louisiana	7
Georgia	0	Mississippi	5

North Carolina	4	Texas	7
South Carolina	5	Virginia	6
Tennessee	6		—
		Total	52

Forty-eight members of the Secondary Commission and seven former members answered question 1, "Should the 'Evaluative Criteria' be used for all new schools applying to the Southern Association for membership?" Of this total of fifty-five answering question 1, thirty-nine, or 71 per cent, answered yes; fifteen, or 27 per cent, answered no; and one was undecided. By classifying these answers into groups, among the present members of the Commission, eleven principals, twelve professors, three superintendents, and seven members of state departments replied affirmatively; while seven principals, three professors and college officials, one superintendent, and three members of state departments answered negatively; and one professor was undecided. Of the seven former members, three professors and college officials, one superintendent, and two members of state departments replied affirmatively, while one superintendent voted in the negative.

Several affirmative replies to question 1 were supplemented by comments to the effect that use of the new criteria should not entirely replace objective data for determining membership. In some cases comments revealed that the same answer was inspired by totally different points of view. For instance, one comment on a negative answer was: "I believe it would be a decided mistake to use the 'Evaluative Criteria' as a basis for admitting or rejecting the application of new schools. Too many of the old schools remain unconvinced of the practicability of the criteria and until such a time as a majority of the members are reconciled to the use of the criteria we certainly should not expect new schools to use it. Furthermore, to a new school applying, the bulk, cumbersomeness, and subjectivity of the criteria would be discouraging." This answer should be compared with another comment on a negative reply: "I have a feeling that any school applying for membership in the Southern Association should first meet some of the old mechanical standards. The reason I say this is because of the fact that our machinery for evaluation is very limited. . . . It seems that old schools that have been members for years should reap the benefit of their membership in the Association. With the limited amount of machinery for applying the evaluative criteria, I am inclined to say that all new schools applying for membership should not have the privilege of using the new criteria."

A somewhat different view is expressed in the following comment on an affirmative answer: "I believe that the 'Evaluative Criteria' should be used for all the new schools applying for membership. Our purpose, however, in using the criteria in such cases would be, primarily, practice in application of the criteria and providing a basis of comparison between the results



of the examination by the criteria and the results derived from application of the existing standards."

Forty-eight members and seven former members answered question 2. Of this total of fifty-five replies, with regard to the first part of the question, "Do you think that a program should be inaugurated so that all the old schools may be evaluated by these new criteria by 1945?" thirty-five, or 64 per cent, of the total replies were affirmative; nineteen, or 34 per cent, negative; and one undecided. Distributed among the various groups the replies were as follows: of the members of the Commission twelve principals replied yes, six no; nine of the professors and college officials replied yes, six no, and one was undecided; three of the superintendents answered yes, one no; and five of the members of state departments answered yes, and one answered no. Of the former members the three professors and college officials replied yes; one superintendent agreed and one disagreed; while both the members of state departments replied in the affirmative.

Although a substantial majority replied affirmatively to question 2, many pertinent comments were made by some of those who disagreed. The following is a typical remark: "I doubt the wisdom of requiring old schools to be evaluated by 1945. Certainly the year for the completion of this work and the proportion of schools to be evaluated each year should be determined in the light of the Association's success in the setting up of adequate machinery for handling uniformly and fairly the program of evaluation." Another remarked: ". . . It might be wise to apply the criteria to old schools only in the case of the weakest ones. It appears, however, that the material should be called to the attention of all schools for voluntary use. I believe the best of them will want to use it."

To the second part of question 2, "What proportion of the old schools should be evaluated by the new measures in 1940? 1941? 1942? 1943? 1944? 1945?" definite suggestions were offered by twenty-seven members of the Commission and six former members. These suggestions fall roughly into three classifications. A total of fourteen members (four principals, three superintendents, four professors and college officials, and three members of state departments) think that an equal number of schools should be evaluated each year. Two former members, one a professor and the other a member of a state department, also advise this plan. Nine members (five principals, three professors and college officials, and one state department member) are in favor of a sliding scale, starting with a small number of schools and increasing the number as experience and training increases. Four former members (one superintendent, two professors and college officials and one state department member) subscribe to the second plan. Four members (two principals, one professor, and one state department member) suggest that the number to be evaluated each year be left to the state committees. To summarize the replies to the second part of question 2: sixteen

are in favor of evaluating an equal number of schools each year; thirteen advise the use of a sliding scale; while four recommend leaving the matter to the state committees.

Due largely to misinterpretation, there is a rather wide distribution of opinion on question 3, "What machinery should the Secondary Commission set up in order that these schools may be evaluated by the new measures, so that uniform procedures may be used in the several states?" Twelve members of the Commission (one principal, six professors, one superintendent, and four members of state departments of education) are of the opinion that no machinery for uniformity is necessary or that uniformity itself is not necessary or desirable. Three of the former members (one professor, one member of a state department of education, and one superintendent) concur in this belief. Three Commission members (one principal, one professor, and one superintendent) believe that some central agency should be set up under the Secondary Commission for the use and application of the "Evaluative Criteria." One state department member, a former member of the Commission, also favors such an organization. Two member principals and one professor, a former member, are of the opinion that necessary uniformity can be secured through state and local meetings under the leadership of the state committees. One principal, two professors, and one state department member, all now members of the Secondary Commission, together with two former members, one a professor and the other a superintendent, advocate a training school under the auspices of the Secondary Commission, to be attended by representatives from each state, so that leaders may be trained for evaluative purposes. Several additional plans were suggested by members of the Secondary Commission. Three principals and one professor favor the employment by the Commission of a trained coördinator, who would direct state committees and evaluation committees in the use of the "Evaluative Criteria." Two principals, four professors, three superintendents, and two members of state departments are undecided as to what method should be employed for the administration of the program. Two principals, one professor, one superintendent, and one member of a state department of education feel that further study is necessary before any decision should be reached. Several plans were suggested by the remaining eleven members: the establishment of permanent evaluation committees in each state, directed by a special sub-committee of the Commission; the employment of the existing state machinery for visitation of schools, supplemented by available outside help; a program to train committee members to carry out the new procedures; and the plan now employed in Tennessee, whereby men distributed throughout the state are trained for evaluative purposes.

In answer to the first part of question 4, "Do you think that the 'Evaluative Criteria' should be used for accreditation purposes, as well as for evaluative purposes?" replies were made by fifty present members of the Commission

and seven former members. Of this total of fifty-seven replies, thirty, or 53 per cent of the total, replied yes; twenty-two, or 38 per cent, replied no; while five, or 9 per cent, reserved judgment. As to groups, the replies from members of the Commission show nine of the principals favoring the use of the criteria for accreditation, seven opposing, and two undecided; ten of the professors favoring, five opposing, and two uncertain; three of the superintendents favoring, two opposing; and five of the members of state departments favoring, and an equal number opposing. The replies from former members show two professors favoring and one opposing the use of the criteria for accreditation; two of the superintendents opposing; and one member of a state department favoring and one undecided on the question.

Comments, both negative and affirmative, covered a wide range of opinion with regard to the second part of question 4, "What should be the basis for accreditation by the new measures," and "what modifications should be made in our present standards so that they can be used in conjunction with the evaluative measures?" Suggested bases for accreditation by the "Evaluative Criteria" ranged from using the criteria as an adjunct to the present requirements to check the validity of ratings by these standards to the use of the criteria as the sole basis for accreditation, with a standing above the median in 40 per cent to 50 per cent of the items considered a prerequisite to membership. In many cases, comments emphasized that the present requirements should not be entirely discarded, but should be used with the criteria. Several persons advocated accrediting the school as a whole, or "on general level." Another stated, ". . . I believe that it should be one of the factors in accreditation and that the basis should be whether a school rates reasonably well on each of the nine criteria for its type of school—not on an average score for all." Still another said, "I do not believe that it will be at all wise, however, to set up at this time a definite point on the 'educational thermometers' and to state that such a minimum average should be reached for accreditation. If such a procedure will ever be wise, it will have to be after school people in general are fully acquainted with the use and spirit of these criteria. I believe that a number of our present quantitative standards could be eliminated and a greater emphasis placed on committee judgment with the results that are found from the application of the 'Evaluative Criteria'."

Question 5, "Are you in favor of increasing the dues for secondary schools so that a larger fund may be available to state committees for the use of the criteria?" was answered by forty-six members and seven former members. Of this total of fifty-three replies, twenty-one, or 40 per cent, favored the idea, twenty-seven, or 50 per cent, opposed it, and five, or 9 per cent, were uncertain about it. Of the members of the Secondary Commission, eleven of the principals approved the proposition, five disapproved it; four of the professors approved it, seven disapproved it, and four were uncertain about

it; two of the superintendents favored the suggestion, while the remaining three were not in favor of it; four of the state department members approved it, and six disapproved it. Of the seven former members, six (three professors, one superintendent, and two state department members) were not in favor of increasing the dues. The other, a superintendent, was undecided about the matter.

The usual comment in favor of increasing dues was that this seems the only possible way to use the criteria effectively. Negative comments usually stressed the objections which would be made by school boards to increasing the membership fee.

Table 2 gives a summary of the answers to questions 1, 2, 4 and 5. No satisfactory tabular summary can be given to the answers to question 3.

A careful analysis of the replies to the questionnaire indicates that thoughtful consideration was given to the questions proposed, that much uncertainty prevails in the Southern territory as to the use of the "Evaluative Criteria," and that the plan now in operation needs further consideration.



TABLE 2  
SUMMARY OF ANSWERS TO QUESTIONS 1, 2, 4, AND 5

	1. Should the "Eval- uative Criteria" be used for all new schools?		2. Should the old schools be evaluated by 1945?		4. Should the "Eval- uative Criteria" be used for accreditation?		5. Should dues be in- creased to make larger fund for use of criteria?	
	Yes	No	Yes	No	Yes	No	Yes	No
<i>Members</i>								
Principals	61.1	38.9	66.7	33.3	50.0	38.9	68.8	31.2
Professors, etc.	75.0	18.7	6.3	37.5	6.2	29.4	26.7	26.7
Superintendents	75.0	25.0	75.0	25.0	60.0	40.0	40.0	60.0
State department members	70.0	30.0	50.0	50.0	50.0	50.0	40.0	60.0
Total	68.8	29.1	2.1	37.5	2.1	38.0	43.8	12.4
<i>Former Members</i>								
Professors, etc.	100.0		100.0		66.7	33.3		100.0
Superintendents	50.0	50.0	50.0	50.0		100.0	50.0	50.0
State department members	100.0		100.0		50.0		50.0	100.0
Total	85.7	14.3	85.7	14.3	42.9	42.9	85.7	14.3
GRAND TOTAL	70.9	27.3	1.8	34.5	1.8	38.6	39.6	9.5

\* Undecided or not expressing opinion.

# How Rapidly Should the "Evaluative Criteria" Be Applied to All the Incoming and Old Secondary School Members of the Association?

By JAMES F. WHELAN, S.J.

*Professor of Education, Loyola University, New Orleans, Louisiana*

If the "Evaluative Criteria" are not adequate instruments for the institutional evaluation of schools that are already members of the Southern Association, then they are not adequate instruments for the evaluation of schools seeking admission into the Association. We have, let us hope, long ago passed the period of "trying it out on the dogs." It would hardly be just, therefore, to distinguish between schools that are now members of the Association and schools that are applying for membership in the Association in as far as an evaluation based upon the "Evaluative Criteria" is concerned if we are not positively convinced that the "Evaluative Criteria" are entirely adequate as instruments of such institutional evaluation.

The first step in the evaluation of an educational institution is to get a true picture of actual conditions in the school. Conferences, check-lists, testing, observations, and other techniques help to gather the necessary details for this composite picture of the kind of work that is being done in the institution. The fact, however, that there are many critical phases of the educational process for which no adequate instruments of evaluation have been devised must be kept constantly in mind when the data are reviewed. Let it not be supposed, therefore, because a vast amount of data either of a subjective or an objective nature has been gathered that this mass of information necessarily presents a true picture of the entire educational work that is being realized in a specific school. This condition does not mean that all attempts at evaluation must be abandoned. It does mean that one must be very careful in the use of data which do not accurately or adequately present conditions as they actually are in the institution that is being evaluated.

Logically the next step in an institutional evaluation is a critical judgement that is based upon the knowledge obtained from the institutional picture. One's philosophy of education actually furnishes the criteria for this important judgement. At this point the door is opened to endless confusion. If Mr. C consults Physician X and Physician X finds that Mr. C has a cancer, then Physician X, Physician Y, and Physician Z will each agree that a cancer is something very undesirable for Mr. C. The three medical men might possibly disagree as to the method of treatment. They will not disagree on the fundamental fact that a cancer is something undesirable for Mr. C. On the other hand, if we have Quality M in Institution R, it is

quite possible that Educator A will pronounce Quality M as a very dangerous condition while Educator B will pronounce this same Quality M to be a sign of robust health. The possibility of such confusion in a very important judgment should make one alert in the study of all of the criteria upon which this important judgment is based.

The next step in institutional evaluation is the prognosis of a cure by the application of specific remedies. If there is confusion in the diagnosis of the case under consideration, how many more avenues of difference are opened in the prognosis.

The various groups concerned with the accrediting of schools have been definitely conscious of all of these difficulties. They are constantly faced with the problem of institutional evaluation. Sets of standards or criteria that have received an official approbation are not any more valid as instruments of evaluation after a vote adopting the particular set of standards that they were before they were adopted. In practice, however, the same standards or criteria, after adoption, afford practically a final court of appeal when it comes to judging the educational efficiency of an institution. Only too frequently the idea that *we must have standards* comes before the question, *Are these particular standards valid instruments which measure that which we desire to have measured with regard to the institution?* Rather than looking around for a set of standards, no matter how inadequate, and then incorporating them into the laws of the Commission, the members of the Commission on Secondary Schools of the Southern Association should become entirely convinced, before a standard is adopted, that this particular criterion is of such a compelling nature that they are convinced of the fact that it would be imprudent not to adopt it.

In as far as the "Evaluative Criteria" are concerned, these certainly represent the result of excellent work in the area of institutional evaluation at the secondary level. From the time that the Coöperative Study of Secondary School Standards was inaugurated, the working committees were convinced of the fact that the old type of secondary-school standard of a quantitative nature was inadequate. They endeavored to introduce the idea of individuality of a secondary school instead of the dead level of minimum standard. Repression was supplanted by stimulation. "Six years of intensive work—research, experimentation, analysis, revision, and refinement" have made it possible to offer to accrediting agencies a work that promises the dawn of a new era for secondary schools. Vast in its extent and staggering in its details, this work has been made possible only by the generous coöperation of the committees and numerous other individuals throughout the entire country.

"Should the Commission on Secondary Schools adopt the 'Evaluative Criteria' at the next meeting of the Southern Association?" Undoubtedly these criteria should be taken over by the Commission. "Should the Commission use the criteria at

*once as instruments of evaluation of the work of secondary schools?"* Before a final adoption of the "Evaluative Criteria," it would certainly be reasonable to test the criteria more extensively. Such procedure would not question the judgment of those who offered the criteria. It would be in harmony with the fact that the Commission is responsible to the members of the entire Association. Before the final adoption the Commission must be positively convinced of the fact that the criteria do not work an injustice upon member schools. Use the criteria in connection with every school in the Association for the purpose of further and more extensive experimentation. Adopt the criteria tentatively for a period of five years. During this period test the criteria, but do not change the purpose of this experiment from the testing of the criteria to the testing of the school which is experimenting with the criteria.



## In Memoriam

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." (See p. 82, this issue.) Information for this section should be sent to the editor before January 1 of each year from the office of the president, registrar, or principal of member institutions. The directions sent out to all member institutions should be followed; that is, write "Form B" at the top of the page and then number and give the information as follows: (1) the name and address of the institution, (2) the name of the deceased employee, (3) degrees held and in each case the institution conferring them, (4) date of entering service of your institution, (5) position held at time of death, (6) date of death, (7) any special comment, (8) your signature as the person furnishing the information. (For the 1937 list, the first published by the QUARTERLY, see the issue of February, 1938, Volume II, pp. 24-29; for the 1938 list, see Volume III, pp. 18-25.)

### ALABAMA

BIRMINGHAM P. S.: (2) CHARLES A. BROWN; (3) BS, CE, MS, Alabama Poly. Inst.; LLD, Howard; (4) 1893; (5) asso. supt.; (6) July 27, 1939; (7) president of Alabama Association of Secondary Schools, Alabama Education Association, Southern Association of Colleges and Secondary Schools; member of Commission on Institutions of Higher Education of Southern Association for 20 years; (8) cbg.

LOULIE COMPTON SEMINARY, BIRMINGHAM: (2) LOUIS EDWARD HEINMILLER; (3) BS, U. of Rochester; AM, Columbia; PhD, New York U.; (4) July 1, 1931; (5) prin.; (6) February 25, 1939; (7) author of *A First Book in Education*; (8) ah.

SPRING HILL COLLEGE, SPRING HILL: (2) EDWARD VICTOR CUPERE; (3) BMus, MusD, Royal Conservatory, Naples; (4) 1934; (5) prof. music; dir. band, orchestra, glee club; (6) Sept. 9, 1939; (7) composed *Alma Mater* song; (8) acs.

STATE TEACHERS COLLEGE, JACKSONVILLE: (2) MARY C. FORNEY; (3) dip., State Normal Sch., Jacksonville; (4) 1897; (5) dir. art, landscaping grounds; (6) July 25, 1939; (7) landscaped two campuses; (8) crw.

### FLORIDA

MIAMI SENIOR H. S.: (2) OTTO F. STEINMETZ; (3) AB, Mission House Coll. and Seminary; (4) 1927; (5) dir. of music; (6) April 1, 1939; (7) building of musical organizations not only to serve the school but the community; (8) mws.

NEW SMYRNA BEACH H. S.: (2) CRAIG R. STARN; (3) AB, LLB, Mount Union, Western Reserve; (4) 1935; (5) Amer. hist., soc. studies t.; (6) Aug. 25, 1939; (8) has.

U. OF FLORIDA, GAINESVILLE: (2) HENRI MAY EDDY; (3) AB, U. of Colorado; MS, Columbia; (4) 1927; (5) acting librarian; (6) August 13, 1939; (8) hwc.

U. OF FLORIDA, GAINESVILLE: (2) ALBERT J. STRONG; (3) BS, ME, U. of Fla.; (4) 1913; (5) prof. mech. engin.; (6) Oct. 27, 1939; (8) hwc.

U. OF FLORIDA, GAINESVILLE: (2) AMY S. FETZER; (3) AB, U. of Fla.; AB in LSci., U. N. C.; (4) 1937; (5) order librarian; (6) Aug. 5, 1939; (8) hwc.

U. OF FLORIDA, GAINESVILLE: (2) LYMAN G. HASKELL; (3) MD, Boston U.; (4) 1924; (5) prof. phys. ed.; (6) March 18, 1939; (8) hwc.

## GEORGIA

BUFORD P. S.: (2) W. N. NUNN; (3) AB, Southern U.; AM, Oglethorpe; (4) 1906; (5) supt.; (6) April 1, 1939; (8) wg.

RIVERSIDE MILITARY ACADEMY, GAINESVILLE: (2) OZY ROSCOE Horton; (3) AB, Furman; (4) 1920; (5) supt. and commandant; (6) June 15, 1939; (7) lieut. col., S. S. Res.; (8) sb.

U. OF GEORGIA, ATHENS: (2) CHARLES MERCER SNELLING; (3) AB, V. M. I.; AM (hon.) U. Georgia; ScD, U. of Pittsburgh; (4) 1888; (5) chancellor emeritus, dir. of adult ed. in Georgia; (6) Sept. 19, 1939; (7) after retiring as chancellor, 1933, devoted his time to the Adult Education Program of University System of Georgia; (8) dm.

## KENTUCKY

BELLEVUE P. S.: (2) LEO F. GILLIGAN; (5) supt.; (6) March, 1939; (8) whm.

CALHOUN H. S.: (2) KATE SLEDGE RIGGS (Mrs. S. A.); (3) AB, Western Ky. St. Teachers Coll.; (4) 1938; (5) soc. sci. t.; (6) Jan. 28, 1939; (8) dm.

CENTRE COLLEGE, DANVILLE: (2) FRANCIS POWELL CHEEK; (3) AB, AM, Centre; BD, Princeton Seminary; (4) 1922; (5) hd dept. religion; (6) Nov. 26, 1939; (7) member and secretary of Board of Trustees; (8) jh.

MADISONVILLE H. S.: (2) MRS. JAMES KARR RAMSEY; (3) AB, Georgetown Coll.; (4) 1921; (5) hd dept. Eng.; (6) Aug. 2, 1939; (8) cdh.

## LOUISIANA

H. SOPHIE NEWCOMB MEMORIAL COLLEGE OF TULANE U., NEW ORLEANS: (2) ELLSWORTH WOODWARD; (3) LLD, Tulane; (4) 1887; (5) dir., sch. of art; prof. dr., painting; (6) Feb. 28, 1939; (7) organized the Art School of Newcomb College and developed the Newcomb pottery; one of the founders of the New Orleans Art Association and was its president at time of his death; first president of the Southern States Art League and served for 16 years; had much to do with founding of the Isaac Delgado Museum of Art in New Orleans and served on its board for more than 28 years; (8) fh.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) HARRY HOWARD; (3) BS, Louisiana Polytechnic; (4) 1897; (5) treasurer; (6) July 31, 1939; (7) 42 years continuous service, perhaps Louisiana Polytechnic's best-loved and most distinguished alumnus; (8) rbp.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) JOHN E. KEENY; (3) AM, Juniata College; (4) 1907; (5) president emeritus; (6) Oct. 1, 1939; (7) during his administration the school was organized into a four year college, divided into three distinct and separate schools; (8) rbp.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) FRANK W. BRUMLEY; (3) BSA, MSA, U. of Fla.; PhD, Cornell; (4) 1937; (5) prof. agric. ec.; (6) Dec. 8, 1938.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) GEORGE SAM BEL; (3) MD, Tulane; (5) prof. med.; (6) Aug. 11, 1939.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) GEORGE C. HEIDELBERG; (4) 1931; (5) clerk, student employment office; (6) Aug. 10, 1939.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) W. B. MERCIER; (3) BS, Miss. A. & M.; (4) 1923; (5) dir. agric. exten. division; (6) July 16, 1939.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) B. A. OSTERBERGER; (3) BS, MS, Louisiana State U.; (4) 1926; (5) ass't entomologist, La. Exper. Sta.; (6) May 20, 1939.

LOUISIANA STATE UNIVERSITY, UNIVERSITY: (2) JOHN SIGNORELLI; (3) MD, Tulane; (5) prof. pediatrics; (6) Dec. 13, 1938.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) HUGH MERCER BLAIN; (3) PhD, U. Va.; (4) 1932; (5) hd Eng. dept.; (6) Dec. 30, 1938; (7) established and developed work in journalism; author; instrumental in establishing School of Journalism at Louisiana State and Department of Journalism at Tulane; (8) mec.

TULANE UNIVERSITY, NEW ORLEANS: (2) CHARLES HOPKINS; (3) AB, Brown U.; MA, PhD, U. of Illinois; (4) 1936; (5) instr. math.; (6) Sept. 15, 1939; (8) jhrf.

## NORTH CAROLINA

NORTH WILKESBORO H. S.: (2) NELLE ROUSSEAU; (3) AB, Salem Coll.; (4) 1928; (5) Eng., Fr. t.; (6) June 19, 1939; (8) psc.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) HENRY VAN PETERS WILSON; (3) AB, PhD, Johns Hopkins; (4) 1891; (5) Kenan prof. zool.; (6) Jan. 4, 1939; (7) superior teaching and fame as research scientist; (8) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) ATWELL CAMPBELL McINTOSH; (3) AB, AM, LLD, Davidson; (4) 1910; (5) Kenan prof. emeritus of law; (6) Jan. 27, 1939; (7) legal research and publications; (8) tjw.

WOMAN'S COLLEGE OF UNIVERSITY OF NORTH CAROLINA, GREENSBORO: (2) (Mrs.) ELIZABETH McIVER WEATHERSPOON; (4) 1906; (5) asso. prof. of art; (6) May 25, 1939; (7) a member of the first class to enter the college, she served 33 years on its faculty and was largely responsible for keeping alive the interest in art that led to the present superior department; (8) vtl.

## SOUTH CAROLINA

CHARLESTON H. S. (BOYS): (2) GEORGE W. McIVER; (3) AB, Coll. of Charleston; (4) 1919; (5) hd Fr. dept.; (6) Jan. 3, 1939; (8) hos.

ROCK HILL H. S.: (2) ELLIE BAUGH; (3) AB, Ga. State Coll.; (4) 1921; (5) Eng. t.; (6) June, 1939; (8) elr.

WINTHROP COLLEGE, ROCK HILL: (2) ELOISE E. GREENE; (3) BS, Ga. State College for Women; MA, Peabody Coll.; PhD, Johns Hopkins; (4) 1934; (5) hd dept. biol.; (6) March 12, 1939; (8) sp.

## TENNESSEE

MARYVILLE COLLEGE, MARYVILLE: (2) MORTON McCASLIN RODGERS; (3) AB, PhD, Grove City Coll.; STM, Western Theol. Seminary; (4) 1926; (5) Prof. Bible; (6) Sept. 4, 1939; (8) rwl.

U. OF TENNESSEE, KNOXVILLE: (2) J. A. SWITZER; (3) BSME, Cornell; (4) 1908; (5) prof. hydraulic and sanitary engin.; (6) April 20, 1939; (7) made original investigations of water-power possibilities in Tennessee Valley; developed fine hydraulic laboratory; (8) rft.

VANDERBILT UNIVERSITY, NASHVILLE: (2) JAMES HAMPTON KIRKLAND; (3) AB, AM, Wofford Coll.; PhD, Leipzig; LLD, U. N. C., U. of Mo.; Wesleyan U.; U. of Pittsburgh; Princeton U.; Baylor U.;



LittD, Columbia U.; DCL, U. of the South; (4) 1886; (5) chancellor emeritus; (6) August 5, 1939; (7) served as professor, chancellor, and chancellor emeritus for fifty-three years; was founder and president emeritus of the Southern Association; (8) occ.

## TEXAS

BAYLOR UNIVERSITY, WACO: (2) THOMAS E. McDONALD; (3) AB, JD, Stanford U.; (4) 1925; (5) dean sch. of law; (6) Dec. 7, 1939; (7) under his direction sch. of law became member of Asso. of American Law Schools; (8) enj.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS, COLLEGE STATION: (2) WILLIAM WARREN McCARTER; (4) 1922; (5) instr. foundry practice; (6) Dec. 29, 1938; (8) tcb.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS, COLLEGE STATION: (2) ALBERT DOW MARTIN; (3) BS, Gunter Coll.; AB, Texas Christian U.; (4) 1921; (5) prof. math.; (6) July 11, 1939; (8) tcb.

CORSICANA H. S.: (2) MATTIE D. STEELE; (4) 1891; (5) ass't librarian; (6) April 10, 1939; (8) whn.

SOUTHWESTERN U., GEORGETOWN: (2) CHARLES MESSERVIE EDENS; (3) BA, Southwestern U.; (4) 1925; (5) dir. of athletics; (6) July 29, 1939; (8) pan.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) ALLAN LORRAINE CARTER; (3) AB, Clark U.; AM, Northwestern; PhD, U. of Penn.; (4) 1927; (5) hd dept. Eng.; (6) Oct. 11, 1939; (8) cbj.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) RUPERT WINTHROP FOWLER; (3) AB, U. of Texas; AM, Harvard; (4) 1926; (5) asso. prof. Eng.; (6) March 8, 1939; (8) hlk.

TRINITY UNIVERSITY, WAXAHACHIE: (2) JESSE B. FORD; (3) BA, Trinity U.; MS, U. Chicago; (4) 1910; (5) prof. chem.; (6) March 28, 1939; (7) author of textbook for college chemistry, active in alumni affairs; (8) pjs.

U. OF TEXAS, AUSTIN: (2) JOSEPH WALTER RAMSAY; (3) BS in EE, Texas Agric. and Mech. Coll., U. of Texas; (4) 1911; (5) instr. engin; (6) July 22, 1939; (7) technical research, program for national defense along lines of practicability of an earth inductor coördinate finder to aid in aerial navigation; (8) ld.

WEST TEXAS STATE TEACHERS COLLEGE, CANYON: (2) C. STUART JOHNSON; (3) BA, MS, U. N. C.; (4) 1934; (5) ass't prof. palaeontology, archaeology; (6) July 23, 1939; (7) pioneer in plains excavations,

development of museum on campus ; contributor to scientific journals ; (8) oeh.

## VIRGINIA

MADISON COLLEGE, HARRISONBURG : (2) CARL H. McCONNELL ; (3) BS, Lynchburg Coll. ; MS, PhD, U. of Va. ; (4) 1937 ; (5) asso. prof. biol., chem. ; (6) Oct. 18, 1939 ; (8) alr.

RANDOLPH-MACON COLLEGE, ASHLAND : (2) HALL CANTER ; (3) AB, AM, Randolph-Macon ; PhD, Johns Hopkins ; (4) 1900 ; (5) dean, prof. chem. and geol. ; (6) Sept. 2, 1939 ; (8) jem.

ST. CHRISTOPHER'S SCHOOL, RICHMOND : (2) CHURCHILL GIBSON CHAMBERLAYNE ; (3) AB, U. Va. ; PhD, U. Halle-Wittenberg ; (5) headmaster ; (6) April 3, 1939 ; (7) founder of school, chiefly responsible for continued growth and development ; (8) rwb.

SUFFOLK P. S. : (2) JOHN EPPES MARTIN ; (3) BA, MA, Washington and Lee ; (4) 1916 ; (5) supt. ; (6) Sept. 5, 1939 ; (7) established high school for negroes and negro general shop ; president of state department of superintendents, Virginia Education Association ; active in civic and church work ; (8) hcs.

U. OF VIRGINIA, CHARLOTTESVILLE : (2) J. C. FLIPPIN ; (3) MD, U. Va. ; (4) 1902 ; (5) dean, dept. of med. ; (6) Feb. 16, 1939 ; (8) bls.

# Vocational Guidance: The Employment Service or the Public Schools?\*

By DAVID H. STOWE

*Assistant Director, North Carolina State Employment Service*

Although the selection of one's life work comes to each individual as a personal problem, the complexities of our present day economic and social organization make it almost impossible for the average individual to make a wise choice without aid from an informed source. Without guidance, this decision, so important to the individual and to society, may be the product of the popular appeal of certain lines of work at the moment, or of the idealization of an occupation for which the individual may be unsuited.

The necessity for the choice of an occupation usually comes at a time when the individual is incapable of judging his own aptitudes and opportunities; certainly he or his parents have only a very limited knowledge of the training and abilities necessary for the various vocations.

I am reminded of a quotation from Benjamin Franklin. "He, therefore, sometimes took me to walk with him," writes Franklin of his father, "to see joiners, bricklayers, turners, et cetera, at their work, that he might observe my inclination, and endeavor to fix it on some trade or other on land." Young Franklin, on a brief visit to the shop or foundry, could probably have seen a whole trade in progress. Today this would scarcely be possible. The minute division of labor, and specialization to a degree that leaves the average worker in ignorance of the steps which go before or follow his own partial operations, make difficult a personal acquaintanceship with industry.

Recognizing the need for assistance in vocational adjustment, the public schools were among the first to attempt to meet the need for organized and comprehensive information concerning vocations and professions. The efforts of the public schools have during the past few years been supplemented by the guidance activities of other philanthropic and social agencies such as the YMCA, YWCA, YMHA, YWHA, Boy Scouts, Girl Scouts, Knights of Columbus, Professional Women's Clubs, and various civic clubs. In many large cities private fee-charging agencies have found the need for vocational guidance so great that they have been able to build up profitable businesses.<sup>1</sup> In most cases, the interest of these various groups has been of a temporary nature or they have dealt only with the particular group in which they were interested. Their contributions to the problem of vocational guidance have, therefore, been only temporary or partial solutions.

\* An address delivered before the Vocational Guidance Institute at Duke University, August 3, 1939. This address suggests "education's responsibility to democracy" in the matter of bringing the school and other social agencies into cooperation.—EDITOR.

<sup>1</sup> United States Employment Service, "A Counseling Program for Public Employment Offices," p. 2.

In 1935 another Federal agency, the United States Employment Service, acting upon the wording of the Wagner-Peyser Act "to promote and develop a national system of employment offices for men, women, and juniors," entered into the placement of juniors.

The two agencies, the schools and the employment service, have discovered that their interest in vocational guidance cannot be of a passing or temporary nature, but that the problem of vocational guidance is to them of fundamental concern for efficient existence. The public school with its aim of training for life and the public employment service with its aim of placing men in jobs for which they are best fitted are, due to the very nature of their work, vitally interested in vocational guidance. Since their fundamental purpose for existence is so closely allied with the preparation for and the obtaining of satisfactory means of livelihood, both the public schools and the employment service must seek a form of permanent solution to the problem of vocational guidance if they are going to continue as worthwhile public agencies. Their opportunity is as great as their responsibility, for they deal with large numbers of people at a time when guidance is essential to their lives.

Through pressure of necessity, the public schools and the employment service have during the past few years developed independent systems for the purpose of dealing with the problem of vocational guidance. It has been unfortunate that many influential individuals in the field of public education have been opposed to the vocational guidance activities of the employment service. I have found that many school people do not know of the contributions or the help that the employment service has given or is in a position to give in the field of guidance; there are even some who are definitely opposed to any contribution from such an agency to what they regard as in their particular province. Nor has the employment service been free from a similar attitude; there are many employment service persons who feel that the schools have had their opportunity in vocational guidance and have failed, and that the employment service, inasmuch as its work is dependent upon good vocational guidance, must assume this burden independently and exclusively. This antagonism between two such large organizations, each necessarily interested in the work of the other, is extremely unfortunate. It is encouraging, however, that the outstanding educational leaders and public employment service officials are in the main free from such petty misunderstandings and professional animosities. Nevertheless, this freedom and coöperative spirit does not penetrate to the rank and file of the average workers of these organizations, and consequently, on the local levels where this vital problem must be met, confusion and oftentimes antagonism exist today.

Vocational guidance may be defined as the assisting of an individual in choosing an occupation, preparing for it, and entering upon it. The process



might be broken down into many steps or functions; actually it involves three things—jobs, human beings, and the successful bringing together of these two factors in a practical social solution. If both jobs and individuals were of static character and incapable of undergoing changes, the problem would be simpler and would require only mechanical selecting devices. We know human beings are potentially capable of many adjustments. The irresistible march of invention and technological change has made jobs anything but static. Old methods and machines are quickly scrapped for new ones. So this business of assisting an individual in choosing an occupation, preparing for it, and entering upon it, becomes a very difficult and dynamic undertaking and one of greatest importance to modern society. It is made doubly important by the fact that if a person is a misfit in his job, his maladjustment will show itself in his attitudes and behavior outside his job, with possible serious consequences to society. The vocational counselor must, in addition to possessing such personal qualities as will inspire the confidence of the individual served, be technically trained in interviewing and interpreting the data obtained through interviews and tests, and must have at his command an intimate knowledge of occupational, industrial, and employment conditions.

With this in mind let us examine what we are doing today in North Carolina in our average employment office and in our average public school. Let us take first the employment office. The counselor or interviewer interviews a junior for the first time. This junior is there obviously to get a job. You say to yourselves, "Yes, obviously he went there for a job," but here is one of the greatest stumbling blocks of the vocational guidance program of the employment service. Let me illustrate it with an incident related to me by one of our junior counselors recently. This counselor had interviewed a young man who had graduated from high school at mid-term and who was particularly interested in obtaining a job. He did not have any particular job in mind and no particular training for or inclination toward a special field. The counselor, using established techniques, attempted through a series of conferences with the young man to obtain sufficient data to advise him in selecting an occupation. The young man returned for the first two conferences, then failed to return. The counselor, seeing the young applicant on the street about three weeks later, asked him why he had not returned to the employment office. The polite but emphatic answer was, "Lady, I wanted a job, not advice."

Economic necessity, desire for economic independence, or some other reason must have directed this young man to the office in search of a job. He did not want guidance or occupational information; he wanted a job.

But suppose the young man had been patient. To be of real service in such a case, it would be necessary to obtain his personal data and to relate these to occupational requirements and industrial needs. Adequate personal

data obtained through interviews involve such information as: (1) his health, personality, temperament, and attitudes; (2) his family background, and his economic and social status; (3) his educational background, including extracurricular activities, honors, and achievements; (4) his avocational interests and hobbies; (5) his intelligence, aptitudes, and abilities; (6) his previous work experience; and (7) his present vocational interests and ambitions.

How many teachers, after having taught this boy one year and after having been in the same school with him for from four to eight years, could complete that picture in every *detail*? I use the word *detail* advisedly, for occasionally successful guidance depends on what may appear to be insignificant or useless information. It hardly seems necessary to dwell on this problem longer, for all of us realize that compiling and interpreting these necessary personal data require not only skill but prolonged personal acquaintance under all types of conditions. The employment service interviewer has at his command a great deal of objective testing material, such as the Minnesota Vocational Test for Clerical Workers, the Pressey Senior Classification Test, a mechanical aptitude test, and stenographic and typing performance tests. In addition he should have information (1) about jobs and job requirements; (2) about kind and amount of training needed for particular jobs; (3) about training facilities; and (4) about job opportunities and industrial trends. Even with these aids, he still enters each counseling case with a realization that all of his technical knowledge and all of his skill may go for naught and a great injustice done due to lack of personal data about the individual.

On the other hand, let us look at the schools and see what they are doing about individuals, jobs, and bringing the two together. Your school system has had the young man referred to previously for approximately eleven years. You have had him daily in classes, in dramatic clubs, athletic teams, vocational classes, and other groups, and you have worked with this student under all types of conditions. From these associations should have come a composite picture of his personal data that should be just about as true and accurate as could be obtained. Many schools are now keeping cumulative records of students' personal data and where these data are available to vocational counselors, either in the schools or in the employment offices, they have proved invaluable.

With regard to real occupational information, we see a different picture. Suppose a student told you he wished to become a vari-typist. Where would you go to find out the requirements for this job? It would be a difficult task, for the word isn't even in the dictionary to give you a clue as to a starting point. Or suppose questions were asked about such occupational classifications as buckler-up, dolly man, bat-in-man, heddles girl, bull-dozer operator, puffer, will-call clerk, or a mucker? These are perhaps unusual

terms to you, but are used daily in many employment offices. Here in North Carolina in our textile industry such occupational titles as back-tenders, humidifiers, quillers, reamers, boil-off hands, doffers, loopers, and calender tenders are common terminology. When you realize that there are over 20,000 different occupational jobs, covered by some 35,000 titles, and you think of the few that you are acquainted with, it is easy to see that one of your problems is a shortage of occupational information. Not only must you know the skills or technical knowledge required, the physical and mental requirements, the hazards and conditions of work, etc., but for effective counseling you must know about the opportunities presented by each job, training facilities, trends in the industry, etc. Assuming that the average school person possesses the essential skills and techniques of an excellent counselor, he does not have more than a speaking acquaintance with the tremendous volume of job information necessary for good vocational counseling.

The second source of failure of the public school vocational guidance program is lack of placement facilities. The end toward which all vocational guidance leads is effective placement. The public schools are in no position to enter into this field, for it would require a financial outlay that would be prohibitive. Intelligent placement requires not only highly trained placement officers and a technical knowledge of jobs but also a familiarity with the requirements of local businesses and industries. Furthermore, if the schools were financially able to attempt placement service, it would be a duplication of the type of service now being rendered by the federal and state employment services.

The vocational guidance program of the schools fails in two respects. The first is the lack of accurate and up-to-date occupational information, and the second is the impracticability of operating a complete and adequate placement service.

In such a vocational guidance program as is evolving in our state, each of the contributing agencies must recognize its own shortcomings and must seriously study the problem of its responsibility in the guidance program. Should the employment service take over the entire program of guidance and placement? Or should the public schools take over the entire program? Should the schools take charge of training and guidance, and the employment service take over all placement? Or ought not these two agencies evolve some coöperative plan in which each makes its maximum contribution of service? It is my opinion that, because of the magnitude of the problem, either agency would be foolish to attempt to solve it alone. The plan involving mutual assistance seems a feasible one. To make it possible, any unfortunate competition which may have existed in the past must be forgotten and the larger goal of vocational adjustment for as many as possible set up in its place. There is little danger of overlapping of work in such a

broad field as that of guidance, and there is much that each agency can contribute to the other.

It has not been my purpose to advance any final theory as to the form of coöperation between these two agencies, as this problem is one which will have to be worked out by the two agencies at the community level. However, it is my hope that all of you will consider the problem of vocational guidance in all of its important aspects and will agree that in the final analysis neither the schools nor the public employment service should be the final word in vocational guidance ; that final word must be coöperation.



## Historical Section

This section continues the policy of the *QUARTERLY* in publishing as rapidly as possible sketches of member schools and colleges. Preference is given to schools whose membership dates back more than twenty years, because these schools—aside from the fact that their long membership identifies them for a longer period with Southern Association history—have usually been older schools with more of history to lose if an early record is not made. The *QUARTERLY* is glad, however, to have sketches of all member schools and to publish them as promptly as it can. In such articles *stress facts*, and take time to get them.—EDITOR.

## The University of Texas

By ARTHUR L. BRANDON

*Director of Public Relations, University of Texas*

The University of Texas is an outgrowth of a need first put into words in the Declaration of Independence of the Republic of Texas, March 2, 1836, when that document listed a "neglect of public education" as one of the legitimate reasons for a revolution. A year and a half later the second Congress of the Republic received a bill introduced by General Kelsey H. Douglass to incorporate the University of Texas.

In 1873 two hundred and twenty thousand acres of land were set aside as an endowment for "two colleges or universities." In 1876 a new state constitution abandoned the "two-university plan," substituting one million acres land endowment for the University and all its branches. Five years later a second million acres were added to the land endowment. It was 1881 before the act actually establishing the University was passed. School opened in the incomplete west wing of the old Main Building September 15, 1883. Gradually a handful of brick and stone buildings were added, but lack of sufficient funds caused the construction of wooden shacks to afford additional classroom and office space. By 1925 there were thirty-two temporary structures dotting the campus.

Discovery in 1923 of oil underlying vast tracts of University land in West Texas permitted the accumulation of a large permanent fund—only the interest of which can be expended for either building or maintenance—which has enabled the University to clear the campus of the shacks and in the last fifteen years to build a physical plant valued at \$25,000,000. Some forty permanent structures now afford class and laboratory space for 10,000 students, office facilities for a teaching staff of 575. The campus proper has

been expanded from forty acres to more than 200. The permanent fund now totals in excess of \$28,000,000.

The thirty-one-story new Main Building, standing on the site of the old structure, houses administrative offices and a 605,000-volume library, largest in the South and fourteenth in the nation. Outstanding collections are the Texas, the Garcia Library of Mexican literature, the Wrenn, Stark, and Aitken collections of rare books.

The main University, located at Austin, numbers among its branches arts and sciences, engineering, fine arts, pharmacy, law, business administration, education, and graduate schools and colleges. At Galveston is located the Medical School and the College of Nursing, at El Paso the College of Mines and Metallurgy, and at College Station the Texas Agricultural and Mechanical College, the latter managed by a separate Board of Regents. On Mount Locke, in the Davis Mountains of West Texas, is the world's second largest completed astronomical telescope, that of McDonald Observatory, constructed by the University of Texas and jointly operated by the Universities of Texas and Chicago.

President of the University is Dr. Homer P. Rainey, native Texan, former president of Franklin College and Bucknell University, and until June 1, 1939, director of the American Youth Commission in Washington, D. C.

Until 1895 the University was without a president, the chairman of the faculty being the chief executive officer. Professor J. W. Mallet was chairman in the opening year, 1883-1884; then Professor Leslie Waggener until the summer of 1894; then Professor Thomas S. Miller for 1894-1895. In 1895, the office of president was created, and has been filled as follows:

Leslie Waggener, *ad interim*, 1895-1896; George Taylor Winston, 1896-1899; William L. Prather, 1899-1905; David Franklin Houston, 1905-1908; Sidney Edward Mezes, 1908-1914; William James Battle, *ad interim*, 1914-1916; Robert Ernest Vinson, 1916-1923; William Seneca Sutton, *ad interim*, 1923-1924; Walter Marshall William Splawn, 1924-1927; Harry Yandell Benedict, 1927-1937; John William Calhoun, *ad interim*, 1937-1939; Homer Price Rainey, 1939—.

In the last few months the University has set in motion a wide sweep of new educational activities: increased budgets for the work of its four-bureau Texas Industrial and Commercial Research Council—business, chemistry, engineering, and geology; a \$25,000 Research Institute in pure science and academic fields; a University-wide teacher-training investigation; a radio research bureau with a fifty-five-year-old red-brick barn remodeled into a \$20,000 modern radio studio; a twelve-months' program of preparation for inaugurating a Latin-American Institute next fall; and laying groundwork for (a) a statewide mental hygiene clinic and (b) a program of distinguished lecturers, both provided by a \$2,500,000 bequest from the late Will C. Hogg of Houston.

# Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or  
Secondary School as Many as Twenty-five Years\**

## EXPLANATIONS AND ABBREVIATIONS

This list is continued from the issues of February and November, 1938, and February, 1939 (See pages 47-83 and 475-79, Volume II, and pages 108-56, Volume III). It includes faculty and staff members who have served as many as twenty-five years. The QUARTERLY is glad to receive at any time information concerning such staff members.

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation “h.s.” will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, “Mobile, Murphy h.s.” Colleges and private schools will be found listed alphabetically by names, and followed by their address, thus: “Tulane University, New Orleans.”

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between “A.M.” and “M.A.,” or “B.S.” and “S.B.,” this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediæval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employee has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position.); (6) indicates date at which service of employee began; (7) indicates present position

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\* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than twenty-five years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been twenty-five years, exclusive of the time spent elsewhere, the name is included; otherwise the name is omitted.—EDITOR.

and when entered ; (8) indicates any special comment ; (9) indicates initials of person furnishing information.

Request for information as to all instructors and other employees of equivalent rank who had served twenty-five years or more went forward in September to all secondary schools and colleges of the Association. It is the present purpose of the QUARTERLY to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 394 of the QUARTERLY for November, 1938, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way ; then number the items of information as explained above (2), (3), . . . (9) ; *but be sure to sign in full the name of person furnishing the information.*

## ALABAMA

ALABAMA COLLEGE, MONTEVALLO : (2) W. M. JONES WILLIAMS ; (3) BS, Ala. Poly. Inst. ; (5) engineer, supt. of bldgs, grounds ; (6) 1904 ; (7) engineer, supt. of bldgs. and grounds ; (9) afh.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN : (2) HERBERT MARSHALL MARTIN ; (3) BS, MS, Ala. Poly. Inst. ; (4) U. Cal. ; U. Col. ; (5) ass't, chem., 1914-16 ; instr., 1916-19 ; ass't prof., 1919-28 ; asso. prof., 1928-37 ; ass't dean, prof. chem., 1937— ; (6) 1914 ; (9) rbd.

BIRMINGHAM P. S. : (2) C. J. GOING ; (3) BS, U. Ala. ; (4) U. Chicago ; Tchrs. Coll., Columbia U. ; Peabody Coll. ; (5) sci. instr., 1910-11 ; hd t. Paul Hayne Jr. H. S., 1911-21 ; prin. Phillips H. S., 1921-39 ; second ass't supt., 1939— ; (6) 1910 ; (8) vice pres., Ala. Educ. Asso. ; pres., Ala. High School Principals ; district pres., Ala. Athletic Asso. ; (9) lfb.

BIRMINGHAM, ENSLEY H. S. : (2) FLORENCE WILLIAMSON ; (3) AB, Birmingham Southern ; MA, Howard Coll. ; (4) Howard Coll. ; Birmingham Southern ; (5) elem. sch. t., 1902-25 ; h. s. math. t., 1926— ; (6) 1902 ; (9) cjc.

BIRMINGHAM, PHILLIPS H. S. : (2) NELLIE CASTLEMAN ; (3) PhB, U. Chicago ; (4) U. Tenn. ; U. Ala. ; (5) elem. sch. t., 1899-1916 ; h. s. hist. t., 1917-39 ; (6) 1899 ; (7) h. s. hist. t., 1923 ; (9) cjc.

BIRMINGHAM, PHILLIPS H. S. : (2) BELLE COMER ; (3) BS, AM, Tchrs. Coll., Columbia U. ; (4) Columbia U. ; U. N. Mex. ; Art Sch., Chicago and New York ; (5) elem. art t., 1902-19 ; h. s. art t., 1921-22, 1924— ; (6) 1902 ; (8) paintings exhibited in Southern Art League shows ; (9) cjc.

BIRMINGHAM, PHILLIPS H. S. : (2) ESTELLE HEASLETT ; (3) AB, Birmingham Southern ; (5) elem. t., 1900-26 ; h. s. sci. t., 1926-39 ; (6) 1900 ; (7) h. s. sci. t., 1930 ; (9) cjc.

BIRMINGHAM, PHILLIPS H. S. : (2) E. S. McGLATHERY ; (3) BS, U. Ala. ; (4) U. Chicago ; U. Ala. ; (5) h. s. sci. t., 1905-19 ; hd sci. dept., 1920— ; (6) 1905 ; (9) cjc.



BIRMINGHAM, RAMSAY H. S.: (2) MARY RITTENBERRY; (3) AB, AM, Howard Coll.; (5) elem. sch. t., 1891-1910; act. prin. elem. sch., 1910-17; h. s. sci. t., 1918-21; h. s. hist. t., 1922-39; (6) 1891; (7) present assignment, 1930; (8) sponsor Ramsay National Honor Society; (9) cjg.

BIRMINGHAM, RAMSAY H. S.: (2) BROOKIE THOMAS; (3) AB, Birmingham Southern; (4) U. Tenn.; U. Chicago; U. Ala.; Columbia U.; Birmingham-Southern; Boston Tech.; (5) elem. sch. t., 1907-26; h. s. sci. t., 1926-39; (6) 1907; (7) present assignment, 1930; (9) cjg.

BIRMINGHAM, RAMSAY H. S.: (2) ROSALIE WILSON; (3) AB, AM, Birmingham Southern; (4) Columbia U.; U. Maryland; (5) elem. t., 1909-26; h. s. Eng. t., 1926—; (6) 1909; (8) sponsor senior class and graduation exercises; (9) cjg.

BIRMINGHAM, RAMSAY H. S.: (2) T. C. YOUNG; (3) AB, Birmingham-Southern; AM, Columbia U.; (4) U. Tenn.; U. Chicago; U. Ala.; Peabody Coll.; (5) prin. elem. sch., 1901-26; prin. h. s., 1926-39; (6) 1901; (7) present assignment, 1930; (8) assisted in introducing platoon system; organized athletics in elem. sch.; organized first mothers' meeting; (9) cjg.

BIRMINGHAM, WEST END H. S.: (2) MARY E. ROBINSON; (3) BS, Auburn; AB, AM, Howard Coll.; (4) U. Tenn.; U. Chicago; Columbia U.; (5) h. s. sci. t., 1906—; (6) 1906; (7) present assignment, 1930; (8) author of short stories and poetry; (9) cjg.

BIRMINGHAM, WOODLAWN H. S.: (2) NELLIE ARGUE; (3) AB, Howard Coll.; AM, Columbia U.; (4) Emory U.; (5) elem. sch. t., 1909-26; h. s. math. t., 1926—; (6) 1909; (9) cjg.

BIRMINGHAM-SOUTHERN COLL., BIRMINGHAM: (2) LILLIAN GREGORY; (3) AB, Jones Coll.; (4) Library Service School, Riverside, Cal.; (5) librarian, 27 yrs.; (6) 1911; (7) librarian emeritus, 1938; (9) wwh.

JUDSON COLLEGE, MARION: (2) MABEL BOWER; (3) AB, Hollins Coll.; AM, Columbia U.; (4) Columbia U.; Harvard U.; (5) Eng. t., 1913-21; prin. academy, 1916-21; prof. phil., 1921-25; asso. prof. phil., 1925-27; asso. prof. phil., psy., 1929-32, 1936-39; prof. phil., psy., 1933-36; registrar, 1929-32; dean, 1931-32; (6) 1913; (7) asso. prof., phil., psy., 1936; (9) mm.

JUDSON COLLEGE, MARION: (2) BESSIE MARTIN; (3) AB, Judson Coll.; AB, U. Ala.; AM, PhD, Columbia U.; (4) Columbia U.; Geneva Sch. of International Studies; (5) Latin, hist. t., 1913-20; ass't prof. hist., 1920-22; prof. hist., 1922-25, 1931-39; asso. prof. hist., 1925-27, 1929-31; (6) 1913; (7) prof. hist., 1931; (8) author: *Desertion of Alabama Troops from the Confederate Army*; (9) mm.

MONTGOMERY, SIDNEY LANIER H. S.: (2) M. H. PEARSON; (3) AB, Birmingham Southern; (4) U. Chicago; (5) math. instr., 31 yrs.; hd math. dept., 25 yrs.; vice prin., 21 yrs.; (6) 1909; (7) vice prin., 21 yrs.; math t., 31 yrs.; (9) mhp.

MONTGOMERY, SIDNEY LANIER H. S.: (2) H. L. WEATHERBY; (3) dip., Stout Inst.; dip., Cal. Inst. of Tech.; (4) Columbia U.; Ohio State; Ohio U.; U. Ala.; Stout Inst.; (5) indus. arts t., 25 yrs.; (6) 1913; (9) hlw.

MONTGOMERY, SIDNEY LANIER H. S.: (2) LUCRETIA WYMAN; (3) AB, Huntington Coll.; (4) U. Ala.; U. Chicago; Columbia U.; Ala. Poly. Inst.; (5) math. t., 22 yrs.; dean of girls, 20 yrs.; ass't prin., prin., gra. sch. t.; (6) 1895; (7) dean of girls, math. t., 1916; (8) NYA supervising official for Lanier; (9) lw.

## FLORIDA

MIAMI SENIOR H. S.: (2) W. R. THOMAS; (3) AB, AM, U. N. C.; (4) Columbia U.; (5) Latin t., 1912; ass't prin., 1914; prin., 1925—; (6) 1912; (9) mws.

ST. LEO ACADEMY, ST. LEO: (2) RT. REV. FRANCIS SADLIER, O. S. B.; (3) BA, St. Leo; DD, (hon.); (5) tchr., 1909-39; treas., 1923-32; trustee, 1920-39; (6) 1909; (7) pres., 1929; (8) his work as financier advanced the physical expansion of the school; (9) ad.

ST. LEO ACADEMY, ST. LEO: (2) VERY REV. JOHN SCHLICHT, O. S. B.; (3) BA, St. Leo; (5) vice pres., 7 yrs.; trustee, 20 yrs.; prefect of studies, 2 yrs.; prefect of discipline, 5 yrs.; tchr., 1898-1939; (6) 1898; (7) trustee, 1919; (8) acted as president of the college various times and fought vigorously to maintain the association standing of the academy; (9) ad.

ST. LEO ACADEMY, ST. LEO: (2) REV. JEROME WESNIESOSKI, O. S. B.; (3) BA, MA, St. Vincent Coll.; (5) disciplinarian, 5 yrs.; prefect of studies, 8 yrs.; trustee, 15 yrs.; tchr., 1906-39; (6) 1906; (7) sick leave; (8) for many years member of the Commission on Secondary Schools; (9) ad.

## GEORGIA

ATLANTA P. S.: (2) H. REID HUNTER; (3) AB, Duke U.; AM, Columbia U.; PhD, Peabody Coll.; (4) U. Ga.; Emory U.; Columbia U.; Peabody Coll.; (5) soc. sci. t., Tech h. s., 1914-21; ass't supt., 1921—; (6) 1914; (7) ass't supt. in charge h. s., 1921; (8) beginning in 1921, high school system completely reorganized, new program under leadership of Dr. Hunter; (9) was.

BERRY SCHOOLS, MOUNT BERRY: (2) MARTHA BERRY; (3) PdD, U. Ga.; LLD, U. N. C., U. Wis., Bates Coll., Duke U.; LHD, Berry Coll.;

Doctor of Public Service, Oglethorpe U.; LtD, Oberlin Coll.; (5) founder and director; (6) 1900; (7) director, 1900; (8) gave land and first bldgs. with her own money; has given life without salary to building schools; (9) glg.

BERRY SCHOOLS, MOUNT BERRY: (2) H. G. HAMRICK; (4) U. Ga.; International Corres. Sch.; (5) ass't cashier; supt. Mount Berry School for Boys; (6) 1908; (7) supt. Mount Berry School for Boys, 1916; (9) glg.

BERRY SCHOOLS, MOUNT BERRY: (2) SAMUEL HENRY COOK; (3) AB, AM, PdD, Davidson Coll.; (5) athletic dir., 29 yrs.; math. t., 29 yrs.; dean, 20 yrs.; registrar, 2 yrs.; hd dept. math., 11 yrs.; (6) 1910; (7) dean, 1919; hd dept. math., 1928; (8) athletic program; (9) glg.

BERRY SCHOOLS, MOUNT BERRY: (2) EDWARD H. HOGE; (5) comptroller, 29 yrs.; ass't treas., 23 yrs.; sec'y, 14 yrs.; (6) 1910; (7) comptroller, 1910; ass't treas., 1916; sec'y., 1925; (9) ehhs.

BERRY SCHOOLS, MOUNT BERRY: (2) ERSKINE H. STOUT; (5) Cashier, 27 yrs.; (6) 1912; (9) ehhs.

EMORY UNIVERSITY, ATLANTA: (2) GOODRICH C. WHITE; (3) AB, Emory U.; AM, Columbia U.; PhD, U. Chicago; (4) Columbia U.; U. Chicago; (5) prof. mental, moral sci., 1914-18; asso. prof. psy., 1919-20; prof. psy., 1920—; dean, coll. of arts and sci., 1923-38; dean, grad. sch., 1929; vice pres., 1938—; (6) 1914; (8) contributions to development of curriculum in arts and sciences; held Rosenwald fellowship, 1937-38, for study of higher education in Holland; (9) jgs.

FITZGERALD H. S.: (2) MRS. G. R. WOMBLE; (3) BS, Ga. St. Coll. for Women; (4) U. Ga.; Teachers Coll., Asheville, N. C.; Ga. St. Coll. for Women; (5) gra. sch. t., biol. t.; (6) 1912; (7) biol. t., ass't in math., 1924; (9) fa.

MERCER UNIVERSITY, MACON: (2) GAIL LUKE CARVER; (3) AB, Ypsilanti St. Norm.; AM, U. Mich.; (4) Columbia U.; U. Chicago; Puget Sound; Marine Biol. Lab.; (5) act. prof. physics, astronomy, 1 yr.; geol., 10 yrs.; biol., 17 yrs.; (6) 1907; (7) prof. biol., 1908; (8) chairman com. on student activities; organized, directed and managed coll. glee club and orchestra; author; (9) jdb.

WASHINGTON H. S.: (2) ANNIE NEESON; (4) U. Tenn.; U. Chicago; U. Ga.; Mercer U.; (5) hist. t., gra. sch. t.; (6) 1892; (7) supply t., 1938; (8) 50 yrs. of service in Ga. schools; had practically perfect attendance even her last year as teacher; (9) hmt.

WESLEYAN COLLEGE, MACON: (2) IRIS LILLIAN WHITMAN; (3) PhB, U. Chicago; AM, PhD, Columbia U.; (4) Columbia U.; (5) chair of mod. lang., 1914-16; chair of Germanic lang., 1916-21; prof. Ger., Span., 1921-

39; dean of women, 1923-24; (6) 1914; (7) prof. Ger., Span. through 1939; resigned summer 1939; (9) ew.

WESLEYAN COLLEGE, MACON: (2) LOIS ROGERS; (3) AB, Wesleyan Coll.; AM, Peabody Coll.; (4) Peabody Coll.; Columbia U.; Northwestern U.; (5) prof. psy., pedagogy, 1914-23; prof. relig. educ., 1923—; (6) 1914; (9) ew.

WESLEYAN COLLEGE, MACON: (2) MAUDE FRANCES CHAPLIN; (3) AB, Winthrop Coll.; BS, AM, Columbia U.; (4) Columbia U.; U. Cal.; U. Chicago; (5) prof. home ec., 1914—; (6) 1914; (9) ew.

## KENTUCKY

ELIZABETHTOWN H. S.: (2) MRS. J. T. WILLETT; (3) AB, U. Ky.; (4) U. Ky.; Western Ky. St. Tchrs. Coll.; (5) Latin, math. t.; prin. h. s.; (6) 1910; (7) prin.; Latin, math. t.; (9) hct.

NICHOLASVILLE H. S.: (2) HATTIE C. WARNER; (3) AB, AM, U. Ky.; (4) U. Ky.; St. Tchrs. Coll.; (5) t., prin., supt.; (6) 1912; (7) supt., 1934; (9) hcw.

PROVIDENCE H. S.: (2) FRANCES JENNINGS; (3) AB, Western Tchrs. Coll.; (5) 7th, 8th gra. t., 5 yrs.; h. s. t., 20 yrs.; (6) 1913; (7) hist. t., 1918; (9) erw.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) NELLIE GOOCH TRAVELSTEAD (Mrs.); (3) AB, Potter Coll.; AB, Western Ky. Tchrs. Coll.; AM, Columbia U.; (4) Peabody Coll.; Hollis Dann Sch. of Music; N. Y. U.; Columbia U.; (5) instr. music, 1914-27; ass't prof. music, 1927—; (6) 1914; (9) fcg.

## LOUISIANA

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) LOTA LEE TROY; (3) BS, Columbia U.; (5) instr. pub. sch. methods, 1909-12; ass't prof., 1912-19; ass't prof. art, 1919-28; ass't prof. art, ass't dir. sch. of art, 1928-31; prof. art, act. dir. Newcomb Sch. of Art, 1932-35; prof. art, dir. Newcomb Sch. of art, 1935—; (6) 1909; (9) fh.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) WALTER LOUIS GOLDSTEIN; (3) AB, Tulane; (5) instr. piano, 1912-13; instr. harmony, piano, 1913-30; ass't prof. piano, composition, 1930—; (6) 1912; (9) jhrf.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) ANNA ESTELLE MANY; (3) BA, Newcomb; MA, Tulane; (4) Columbia U.; (6) 1907; (9) jhrf.



H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) ALICE WEDDELL WILKINSON (MRS.); (4) Ernest Hutcheson, New York; (5) instr. piano, 1909—; (9) jhrf.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE, U., NEW ORLEANS: (2) LEON R. MAXWELL; (3) BA, MA, Tufts Coll.; dip., Royal Academy of St. Cecelia, Rome; (4) Royal Academy of St. Cecelia, Rome; (5) prof. voice, composition, 1909-10; dir. Sch. of Music, prof. voice and composition, 1910-28; prof. music, dir. Sch. of Music, 1928-32; prof. music, dir. School of Music, Virginia Beer Memorial chair in singing; (6) 1909; (7) prof. music, dir. Sch. of Music, Virginia Beer Memorial chair in singing, 1932; (8) one of group who organized the Philharmonic Society of New Orleans; improvement of music library; (9) fh.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) LYDIA ELIZABETH FROTSCHER; (3) BA, Newcomb Coll.; MA, Tulane U.; PhD, U. Chicago; (4) U. Chicago; (5) instr. Ger., 1910-18; instr. Eng., 1918-19; ass't prof. Eng., 1919-28; asso. prof. Ger., 1928-32; prof. Ger., 1932—; (6) 1910; (8) active member of committees in coll. and univ.; (9) fh.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) ESTHER FINLAY HARVEY (MRS.); (3) BA, Newcomb Coll.; BS in LS, Columbia U.; (4) Columbia U.; (5) librarian, 1907-11; librarian, instr. library work, 1911—; (6) 1907; (9) fh.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) MARTHA ELIZABETH TROUSDALE; (3) BA, La. Poly. Inst.; (4) Ala. Coll.; La. St. U.; Cincinnati Academy of Art; Chicago Art. Inst.; U. Chicago; Peabody Coll.; Columbia U.; U. Cal.; (5) instr. physical ed.; instr. art; critique t., tr. sch.; (6) 1909; (7) retired, 1939.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) J. L. HUTCHESON; (3) BA, Dickson Coll.; (4) Peabody Coll.; Valparaiso U.; U. Chicago; La. St. U.; (5) registrar, 3 yrs.; act. pres., 1933; act. hd chem. dept., 1916-19; instr. Latin, 1919-21; asso. prof. math., 1926—; (6) 1914; (7) asso. prof. math., 1926.

LOUISIANA STATE U. AND AGRIC. AND MECH. COLL: (2) ANTHONY PETTIS KERR; (3) BS, Miss. A. and M.; MS, La. St. U.; (5) chief chemist, exper. sta., 1907—; (6) 1907; (7) chief chemist, 1907.

LOUISIANA STATE U. AND AGRIC. AND MECH. COLL: (2) CHARLES FRED MORELAND; (3) BS, MS, La. St. U.; (4) U. Chicago; Washington and Lee; (5) fellow, 1914-17; instr., 1918-21; ass't prof., 1922-24; asso. prof., 1925-27; prof. bot., 1927—; (6) 1914.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) ALFRED J. BONOMO; (3) AB, AM, Coll. of the Immaculate Conception; LLB, Georgetown;

LLD, Loyola University; (5) instr. law, 6 yrs.; prof. law, 19 yrs.; (6) 1914; (7) prof. law, 1920; (9) mec.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) J. O. WEILBACHER; (3) AB, Coll. of the Immaculate Conception; PhG, New Orleans Coll. of Pharmacy; MD, Tulane U.; (5) prof. materia medica, pharmacology, 26 yrs.; prof. physiology, 20 yrs.; (6) 1913; (7) prof. materia medica, physiology, 1919; (9) mec.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) C. VICTOR VIGNES; (3) DDS, Louisville Coll. of Dentistry; AM, Loyola U.; (5) dean, prof. clinical dentistry, 1914-37; prof. prosthetic dentistry, 5 yrs.; histology, 1 yr.; ethics, 1 yr.; (6) 1914; (7) dean emeritus, Loyola Sch. of Dentistry, 1937; (8) organized Loyola School of Dentistry, 1914; instrumental in passing state laws regulating practice of dentistry; (9) mec.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) JOHN J. GRASSER; (3) BS, Taylor U.; PhG, PhC, New Orleans Coll. of Pharmacy; (5) prof. pharmacy, 1913; prof. pharmacy, pharmaceutical arith., 1919; dean Coll. of Pharmacy, 13 yrs.; (6) 1913; (7) prof. pharmacy, 1913; (8) gave entire library of valuable books to College of Pharmacy; (9) mec.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) EDWARD A. GAMARD; (3) DDS, U. Md.; (5) instr. clinical dentistry, 5 yrs.; prof. operative dentistry, 20 yrs.; sec'y, bd. dir. of Sch. of Dentistry, 1919-39; (6) 1914; (7) prof. operative dentistry, 1919; (9) mec.

MINDEN H. S.: (2) KUMA SHEALY; (3) AB, Peabody Coll.; AM, La. St. U.; (4) Peabody Coll.; La. St. U.; (5) tchr.; (6) 1908; (9) sre.

MONROE, NEVILLE H. S.: (2) MINNIE M. RUFFIN (Mrs.); (3) AM, U. Miss.; AB, Tulane U.; (4) U. Miss.; (5) prin., 1917-31; hd hist. dep't, 1931-39; (6) 1907; (7) dean of girls, 1931; (9) pjn.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) MARY ELIZABETH BASS; (3) MD, Woman's Med. Coll. of Pa.; (5) ass't demonstrator, surgical pathology, 1911-13; instr. lab. of clinical med., 1913-16; instr. lab. of clinical med., instr. pathology, bacteriol., 1916-20; instr. lab. of clinical med., 1920-33; ass't prof. clinical med., 1933-; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) CHARLES CASSEDY BASS; (3) MD, Tulane; (hon.) DSc, U. Cincinnati; LLD, Duke U.; (5) ass't instr. practice of med., 1904-07; instr. clinical microscopy, clinical med., 1907-10; ass't prof. clinical med., dir. lab. clinical med., 1910-11; ass't prof. clinical, tropical med. and hygiene, dir., lab. of clinical med., 1911-12; prof. experimental med., 1912-22; dean, sch. of med., 1922-38; W. R. Irby prof. experimental med., 1938-39; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) DONALD DERICKSON; (3) CE, Dartmouth Coll.; (5) ass't prof. civil engin., 1912; asso. prof. civil engin., 1913; prof. civil engin., 1915; hd sch. civil engin., 1915; W. R. Irby, prof. civil engin., 1938; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) ROBERT L. MENUET; (3) BE, Tulane; LLD (hon.), Tulane; (6) 1910; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) HAL WALTERS MOSELEY; (3) BSc, MSc, Bethel Coll.; MA, Tulane; (4) U. Chicago; (6) 1911; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) ERNEST HENRY RIEDEL; (3) AB, PhD, Cornell; AM, Harvard; (6) 1913; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) ROBERT ALEXANDER STRONG; (3) MD, Tulane Med. Sch.; (5) ass't, diseases of children, 1912-13; instr., 1913-14; lecturer, instr., 1914-17; ass't prof. pediatrics, 1917-20; clinical prof. pediatrics, 1920-22; prof. clinical pediatrics, 1922-23; prof. pediatrics, hd dept., 1929—; (9) jhrf.

TULANE UNIVERSITY OF LA., NEW ORLEANS: (2) CHARLES SAMUEL WILLIAMSON, JR.; (3) BS, MS, Vanderbilt; (6) 1913; (9) jhrf.

## NORTH CAROLINA

ASHEVILLE SCHOOL, ASHEVILLE: (2) A. A. COFFEY; (5) discipline officer, 30 yrs.; (6) 1908; (7) discipline officer; (9) wac.

BELMONT ABBEY JUNIOR COLLEGE, BELMONT: (2) REV. FATHER RAPHAEL ARTHUR, O. S. B.; (3) AB, St. Mary's Coll.; AM, U. Notre Dame; (4) U. Notre Dame; Davidson Coll.; (5) rector, vice pres., 1928-29; prof. Eng.; hd dept. Eng.; (6) 1906; (7) hd dept. Eng., 1928; (9) cea.

DUKE UNIVERSITY, DURHAM: (2) ARTHUR MATHEWS GATES; (3) AB, AM, Wesleyan U.; PhD, Johns Hopkins U.; (4) Johns Hopkins U.; (5) ass't prof. Latin, 1909—; (8) work in Classical Club; (9) hh.

MEREDITH COLLEGE, RALEIGH: (2) MARGARET FORGEUS; (3) AB, Bucknell U.; (5) librarian; (6) 1914; (7) librarian, 1914; (9) cc.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) JAMES BELL BULLITT; (3) AB, AM, Washington and Lee; MD, U. Va.; (5) prof. histology, pathology, 1913-20; prof. pathology, 1920—; (6) 1913; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) JOHN GROVER BEARD; (3) PhG, U. N. C.; PhM, Phila. Coll. of Pharm.; (5) ass't in pharm., 1908-09; instr., 1909-14; ass't prof., 1914-17; asso. prof., 1917-19; prof., 1919—; dean, sch. of pharm., 1931—; (6) 1908; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) FRANK PORTER GRAHAM; (3) AB, U. N. C.; AM, Columbia U.; (4) Columbia U.; U. Chicago; U. London; (5) instr. hist., 1914-15; dean of students, 1919-20; ass't prof. hist., 1919-21; asso. prof., 1921-26; prof., 1926-30; pres., 1930—; (6) 1914; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) HENRY ROLAND TOTTEN; (3) AB, AM, PhD, U. N. C.; (4) U. Paris; (5) ass't in bot., 1913-14; instr. bot., 1914-23; ass't prof., 1923-25; asso. prof., 1925-29; prof., 1929—; (6) 1913; (7) prof. bot., 1929; (9) tjw.

WAKE FOREST COLLEGE, WAKE FOREST: (2) HUBERT A. JONES; (3) BA, MA, LLB, Wake Forest; (4) Columbia U.; (5) instr. math., 3 yrs.; asso. prof., 4 yrs.; prof., 24 yrs.; (6) 1908; (7) prof., 1915; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) HUBERT MCNEILL POTEAT; (3) BA, MA, Wake Forest; PhD, Columbia U.; (5) prof. Latin, 27 yrs.; (6) 1912; (8) lecturer; author of textbooks; (9) gsp.

WINSTON-SALEM, R. J. REYNOLDS H. S.: (2) ANNA LULA DOBSON; (3) BCS, Eastman Coll.; (4) Woman's Coll.; Salem Coll.; Palmer Sch.; Columbia U.; (5) hd commercial dept., 30 yrs.; dean of girls, 12 yrs.; sponsor student council, 3 yrs.; manager supply room, 20 yrs.; (6) 1910; (7) hd commercial dept., 1910; dean of girls, 1927; bookkeeper cafeteria, 1934; (8) hd city organization of commercial teachers for 12 yrs.; (9) crj.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) JANE SUMMERELL; (3) AB, N. C. Coll. for Women; AM, Columbia U.; (4) Columbia U.; (5) instr. Eng., 1912-13; supervisor tr. sch., 1913-18; instr. Eng., 1918-26; ass't prof. Eng., 1927; (6) 1913; (7) asso. prof. Eng., 1927; (9) vtl.

## SOUTH CAROLINA

ASHLEY HALL, CHARLESTON: (2) MARY VARDRINE MCBEE; (3) BA, LHD, Smith Coll.; AM, Columbia U.; LittD, Converse Coll., Furman U.; (4) Columbia U.; (5) founder and prin., 1909—; (6) 1909; (9) mvm.

CAMDEN H. S.: (2) AGNES D. CORBETT; (3) LI, AB, Winthrop Coll.; (4) U. Va.; U. S. C.; Winthrop Coll.; Geo. Peabody Coll.; (5) h. s., 1906-37; librarian, h. s., 1937-39; (6) 1906; (9) adc.

CHARLESTON, H. S. OF CHARLESTON (BOYS): (2) HENRY O. STROHECKER; (3) BS, Citadel; AM, U. S. C.; (4) Columbia U.; Coll. of Charleston; U. S. C.; (5) prin., Bennett p. s., 1912-34; prin. h. s. of Charleston, 1934-39; (6) 1912; (8) author, *Present Day Public Education in the County and City of Charleston*; mem. Charleston Co. Bd. Ed., 1917-38; chmn., 1931-38; (9) hos.



CHARLESTON, MEMMINGER H. S.: (2) GEORGE CALVIN ROGERS; (3) BS, Citadel; AM, Columbia U.; (4) U. Tenn.; (5) elem. prin., 1911-34; ass't clerk board, 1919-39; ass't supt., 1939—; act. supt., 1934-35; prin. Memminger h. s., 1934—; (6) 1911; (9) gr.

CHARLESTON, MEMMINGER H. S.: (2) MABEL L. POLLITZER; (3) BS, Columbia U.; (4) Marine Biol. Lab.; U. Tenn.; Winthrop Coll.; Columbia U.; Coll. of Charleston; Inst. of Politics; Cornell U.; (5) bot., zool., physiology t., 1906-24; biol. t., 1924—; hd sci. dept., 1934—; (6) 1906; (8) established various school clubs; pres. Charleston County Teachers Asso.; helped obtain Charleston County Free Library of which she is trustee; (9) mlp.

CHARLESTON, MEMMINGER H. S.: (2) LENA A. LOGAN; (4) Columbia U.; U. Penn.; U. Va.; U. S. C.; U. Marburg; (5) Fr., Eng., Ger. t.; (6) 1910; (7) hd Fr. dept.; (9) lal.

CHARLESTON, MEMMINGER H. S.: (2) EMMA GRAHAM; (4) Winthrop Coll.; Coll. of Charleston; (5) Eng., hist., math. t., 1905-20; math. t., 1920-35; handicrafts, soc. studies, corrective Eng. t., 1935-39; (6) 1905; (9) eg.

CHARLESTON, MEMMINGER H. S.: (2) MARY TAYLOR; (3) BS, MA, Peabody Coll.; (4) Peabody Coll.; Columbia U.; U. Va.; U. S. C.; Winthrop Coll.; Coll. of Charleston; (5) 8th, 9th gra. t.; h. s. hist. t., 1917-33; hd. social studies dept., 1933—; (6) 1903; (9) mt.

WOFFORD COLLEGE, SPARTANBURG: (2) DAVID DUNCAN WALLACE; (3) AB, AM, Wofford; PhD, Vanderbilt U.; LLD, U. S. C.; LittD, Presbyterian Coll.; (5) prof. hist., ec., 1899—; (6) 1899; (8) author three volume *History of South Carolina, Life of Henry Laurens, History of the Constitution of South Carolina, Civil Governments of South Carolina, United States, England.* (9) wch.

WOFFORD COLLEGE, SPARTANBURG: (2) JAMES ALBURN CHILES; (3) AB, Central Coll.; AM, Vanderbilt U.; PhD, Ill.; (5) act. prof. Ger., Fr., 1 yr.; prof. mod. lang., 24 yrs.; (6) 1914; (7) prof. mod. lang.; (8) author of German texts; (9) wch.

WOFFORD COLLEGE, SPARTANBURG: (2) EDWARD HAMPTON SHULER; (3) BS, Clemson Coll.; (4) Harvard U.; (5) ass't prof. applied math., 27 yrs.; (6) 1912; (7) ass't prof. applied math., 1912; (9) wch.

WOFFORD COLLEGE, SPARTANBURG: (2) WILLIAM LEONARD PUGH; (3) AB, AM, LittD, Parsons; AM, Northwestern; PhD, Harvard U.; (5) ass't prof. Eng., 1 yr.; prof., 27 yrs.; (6) 1911; (7) prof. Eng., 1912; (9) wch.

## TENNESSEE

EAST TENNESSEE STATE TEACHERS COLL., JOHNSON CITY: (2) D. S. BURLISON; (3) BA, MA, Milligan Coll.; (4) U. Va.; Harvard U.; U. Chicago; (5) prof. math., 2 yrs.; prof. Eng., 26 yrs.; prof. Eng., dean, 19 yrs.; (6) 1911; (8) author and contributor of magazine articles; author of language textbooks; executive secretary, East Tennessee Education since 1915; (9) dsb.

EAST TENNESSEE STATE TEACHERS COLL., JOHNSON CITY: (2) ADA HORNSBY EARNEST (Mrs.); (3) BS, AM, Columbia U.; (6) 1912; (7) asso. prof. home ec.; (9) ahe.

EAST TENNESSEE STATE TEACHERS COLL., JOHNSON CITY: (2) ELIZABETH SLOCUMB; (3) BS, AM, Columbia U.; (4) Harvard U.; Columbia U.; (5) art instr., 28 yrs.; (6) 1911; (7) art instr., 1911; (9) es.

EAST TENNESSEE STATE TEACHERS COLL., JOHNSON CITY: (2) WALTER CLEMENT WILSON; (3) dip., Miami U.; BE, National Norm. U.; (5) hd dept. indus. arts, 28 yrs.; (6) 1911; (7) hd dept. indus. arts, 1911; (8) helped establish industrial arts in the schools of the state; (9) wcw.

EAST TENNESSEE STATE TEACHERS COLL., JOHNSON CITY: (2) INA YOAKLEY; (3) BS, Milligan Coll.; BS, AM, Columbia U.; (4) Clark U.; U. Chicago; Columbia U.; (5) geog., physics t., 9 yrs.; geog. t., 6 yrs.; geog. t., dean of women, 11 yrs.; (6) 1913; (7) geog. t., dean of women, 1928; (9) iy.

WEST TENNESSEE STATE TEACHERS COLL., MEMPHIS: (2) MARY P. THOMAS; (3) AM, Baylor Coll.; (5) Fr., Sp. t.; (6) 1912; (7) Fr. t.; (9) rcj.

## TEXAS

BAYLOR UNIVERSITY, WACO: (2) LILLIE LOUISE MARTIN; (4) U. Chicago; (5) instr. primary methods, 5 yrs.; prof., 8 yrs.; prof. primary and elem. methods, 17 yrs.; (6) 1909; (7) 1922; (8) promotion of art appreciation; (9) llm.

BAYLOR UNIVERSITY, WACO: (2) J. E. HAWKINS; (3) BS, Baylor U.; PhD, U. Wis.; (4) U. Freiburg; U. Munich; U. Wis.; (5) instr. mod. lang., 4 yrs.; ass't prof. Ger., 6 yrs.; prof. Ger., 19 yrs.; (6) 1910; (7) prof. Ger., hd dept., 1920; (9) jeh.

BAYLOR UNIVERSITY, WACO: (2) HENRY TRANTHAM; (3) AB, AM, Wake Forest Coll.; (5) prof. Gr., 29 yrs.; asso. prof. hist., 22 yrs.; (6) 1910; (8) edited 75th anniversary "Jubilee Book," 1920; represented Baylor in Southwest Athletic Conference 21 yrs.; member Rhodes Scholarship Com. for Texas; (9) ht.

HOUSTON, REAGAN SENIOR H. S.: (2) NELLIE SERENA FERGUSON; (3) BA, U. Texas; AM, Columbia U.; (4) U. Chicago; U. Colorado; (5) math. t., 6 yrs.; hd math. dept., 24 yrs.; (6) 1908; (7) chmn. dept. math.; (8) member math. curriculum com. of Houston public schools; (9) rhw.

HOUSTON, REAGAN SENIOR H. S.: (2) RALPH A. SELL; (3) BA, Western Union Coll.; MA, U. S. Dak.; BDi, Highland Park Coll.; PhD, Iowa Christian Coll.; (4) U. Texas; U. Minn.; U. Cal.; U. So. Cal.; U. Colo.; U. Iowa; (5) sci. t., 7 yrs.; hd dept. sci., 20 yrs.; (6) 1912; (7) sci. t.; (8) author of articles and books; participated in survey of schools of Porto Rico, Virgin Islands, Alaska Eskimo schools; publicity writer Texas Centennial, Big Bend Nat'l Pk, conservation; (9) ras.

JOHN TARLETON AGRIC. COLL., STEPHANVILLE: (2) CHARLES W. FROH; (3) BM, Landon Conservatory; (4) American Conservatory; Indianapolis Conservatory; private teacher; (5) dir. music; (6) 1910; (7) dir. music, 1910; (8) founded a modern school of music; (9) gwl.

LUBBOCK H. S.: (2) G. N. ATKINSON; (4) U. Texas; W. Texas St. Tchrs. Coll.; Texas Tech. Coll.; (5) hist., gov. t.; Eng. t.; prin., 14 yrs.; act. supt., 1925; textbook custodian, Eng. t., math. t.; (6) 1909; (7) textbook custodian, math. t.; (8) director and sponsor of various literary activities; (9) wbi.

MARY HARDIN-BAYLOR COLL., BELTON: (2) ELLI MOORE TOWNSEND (Mrs.); (3) BA, Baylor Coll.; (5) prin.; founder and director of cottage home system; (6) 1879; (7) retired, but still helping work out student problems; (8) founder of present student loan fund, now the "Elli M. Townsend Loan Fund"; (9) ap.

NORTH TEXAS STATE TEACHERS COLLEGE, DENTON: (2) LUCIUS PERRY FLOYD; (3) BS, Peabody Coll.; MS, U. Chicago; (4) U. Chicago; (5) prin. tr. sch., 1914-18; asso. prof. chem., 1918—; (6) 1914; (8) co-author of state-adopted high school chemistry; (9) wjm.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) JESSE HARRISON LEGETT; (3) BS, N. Texas St. Tchrs. Coll.; (4) Sou. Methodist U.; (5) lab. ass't, 1905-07; instr. sci., 1907-21; ass't prof. biol., 1921-33; technician (lab.), 1933—; (6) 1905; (9) wjm.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) PERCY ERNEST McDONALD; (3) AB, U. Nashville; MA, Sou. Methodist U.; (5) prof. Latin, math., physics, 1 yr.; prof. Latin, 9 yrs.; registrar, 1920—; (6) 1909; (9) wjm.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) JOSEPH WILLIAM PENDER; (3) AB, Grayson Coll.; BA, MA, Baylor U.; (4) Baylor U.; (5) asso. prof. sci., 1913-15; prof. govt., 1915—; (6) 1913; (9) wjm.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) MARY CROCKETT SWEET; (3) AB, Daniel Baker Coll.; AB, AM, U. Texas; (4) Columbia U.; Harvard U.; U. Colo.; drama festivals, England; (5) asso. prof. Eng., 1914—; (6) 1914; (9) wjm.

PALESTINE P. S.: (2) BONNER FRIZZELL; (3) AB, Texas Christian U.; BS, Columbia U.; LLD (hon.), Texas Christian U.; (4) U. Texas; (5) prin. elem. sch., 5 yrs.; supt., 20 yrs.; (6) 1913; (7) supt., 1919; (9) bf.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) JOSEPH L. CLARK; (3) AB, Texas Christian U.; AM, Columbia U.; (4) Columbia U.; U. Texas; (5) sec'y, librarian, 1910; sec'y, instr. hist., 1911-15; instr. hist., 1916-20; prof., hd dept. hist., 1921-31; hd dept. soc. studies, prof. hist., 1932—; (6) 1910; (8) assisted in establishment of Sam Houston's home as the Mount Vernon of Texas, and erection of Memorial Museum; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) LUCY JANE DABNEY; (3) AB, U. Texas; AM, Columbia U.; (4) Columbia U.; U. Porto Rico; (5) instr. Eng., hist., 1913-14; instr. Eng., Sp., 1915-18; instr. Sp., 1918-20; asso. prof. Sp., 1921—; (6) 1913; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) L. E. KING; (3) AB, U. Texas; AM, Peabody Coll.; (4) Peabody Coll.; (5) instr. math., 1913-17; registrar, instr. math., 1918; instr. math., 1919-20; prof. math., asso. dean, 1921-24; prof. chem., asso. dean, 1925-32; prof. chem., dean of men, 1933—; (6) 1913; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) BERTHA KIRKLEY; (3) BS, Sam Houston St. Tchrs. Coll.; MS, Ala. Poly. Inst.; (4) Sam Houston St. Tchrs. Coll.; Tchrs. Coll., Colo.; Ala. Poly. Inst.; (5) instr. Latin, math., 1891; instr. Latin, hist., 1892-1908; instr. hist., civics, 1909-20; asso. prof. hist., 1921-36; custodian, Memorial Museum, 1937—; (6) 1891; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) AUGUSTA LAWRENCE; (3) BS, AM, Peabody Coll.; (4) Peabody Coll.; (5) instr. nat. sci., geog., 1894-1908; instr. Eng., biol., 1909; instr. Eng., 1910-20; asso. prof. Eng., 1921-36; custodian, Texas Room in library, 1937—; (6) 1894; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) WILLIAM LONGINO; (3) AB, AM, U. Texas; (4) U. Texas; (5) instr. Latin, 1908-20; prof. Latin, 1921—; (6) 1908; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) ELIZABETH MEACHUM; (3) BA, MA, Sam Houston St. Tchrs. Coll.; (4) U.



Colo.; Sam Houston St. Tchrs. Coll.; (5) instr. music, 1910-20; prof. music, 1921-28; asso. prof. music, 1929—; (6) 1910; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) HARRIET FRANCES SMITH; (3) AM, Peabody Coll.; (4) Peabody Coll.; (5) instr. physiology, physical geog., 1912-18; instr. geog., 1918-20; asso. prof. geog., 1921—; (6) 1912; (8) added collection of curios and native costumes from Alaska and Mexico; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) S. R. WARNER; (3) BS, William and Mary Coll.; MS, Cornell U.; PhD, U. Chicago; (4) Cornell U.; U. Chicago; (5) instr. biol., 1912-20; prof. biol., hd dept., 1921-31; hd dept. sci., prof. biol., 1932—; (6) 1912; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) S. C. WILSON; (3) BS, Peabody Coll.; (4) Peabody Coll.; (5) instr. agric., 1909-20; prof. agric. ed., hd dept. voc. agric., 1921—; (6) 1909; (8) assisted in establishment of teacher training in vocational agriculture; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) R. M. Woods; (3) BS, Peabody Coll.; (4) U. Colo.; (5) instr. math., ed., 1910-17; instr. rural ed., 1918-20; prof. rural ed., sociol., 1921-29; asso. prof. sociol., rural ed., 1931-36; asso. prof. sociol., 1937—; (6) 1910; (8) leader in inter-racial work in Texas; (9) mr.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) FREDERICK ABBOTT; (4) Westmoreland Coll.; Southwestern U.; (5) hd dept. speech, 25 yrs.; dept. hist., 2 yrs.; (6) 1914, Main Avenue h. s.; 1931, Thomas Jefferson h. s.; (7) dept. speech, 1931; (8) organized dept. of speech; published book of verse; wrote a course of study for San Antonio high schools; active in civic organizations; (9) emm.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) ESTHER PEREZ CARVAJAL (Mrs.); (3) AB, AM, U. Chicago; (4) U. Mexico; U. Chicago; (5) t., sr. division, 10 yrs.; supervisor Sp., 5 yrs.; dir. for. lang., 10 yrs.; (6) 1914; (7) dir. for. lang., 1929; (8) contributor to magazines; author of books for Spanish classes; (9) emm.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) LILLIE S. GOHMERT; (3) AM, Columbia U.; (4) Columbia U.; (5) gra. t.; commercial t., sr. h. s.; (6) 1897; (7) h. s. t., commercial subjects; (9) lsg.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) ANNA J. JONES; (3) PhB, U. Chicago; (4) U. Texas; U. Chicago; (5) gra. sch. t.; h. s. Eng., math. t.; (6) 1890; (7) h. s. math. t.; (9) ahj.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) ELIZABETH M. MOREY; (3) BA, MA, U. Texas; (4) U. Chicago; Columbia U.; (5) hd hist. dept.; (6) 1904; (7) hist. t., 1935; (9) emm.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) ELLA E. STONE; (3) PhB, AM, U. Chicago; (4) U. Chicago; Columbia U.; U. Wash.; U. Colo.; U. Wis.; Texas U.; (5) tchr.; (6) 1902; (7) journalism t.; (8) twice selected by *Scholastic Magazine* as one of best six teachers in U. S. because many of her students won prizes for literary contributions to Scholastic contests; sponsor of school paper which has won highest rating in several competitions.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) LULA M. SUGGS; (4) U. Texas; Baylor U.; (5) elem. sch. t., 1907-10; h. s. t., 1910-39; (6) 1907; (7) h. s. t., 1910; (8) secured first affiliation in state in high school economics; (9) lms.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) S. M. SEWELL; (3) BA, LLD, Daniel Baker Coll.; BA, MA, U. Texas; MS, U. Chicago; (4) U. Texas; (5) prof. math., 1915—; (6) 1915; (9) ahn.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) C. S. SMITH; (3) BS, Baylor U.; MS, PhD, U. Chicago; (4) La Sorbonne; U. Chicago; (5) instr. physical ed., ass't in sci., 1913-17; (lieut. U. S. Army, 1917-19) prof. chem., 1919-20; prof. biol., 1920—; (6) 1913; (9) ahn.

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH: (2) WILL N. WINTON; (3) BS, MS, Vanderbilt U.; (4) Rice Inst.; (5) hd dept. biol., geol., 1913—; (6) 1913; (8) started geological surveying of breccaceous areas in northern Texas; published many reports; (9) swh.

TEXAS COLLEGE OF MINES AND METALLURGY, EL PASO: (2) JOHN WILLIAM KIDD; (3) BS, Okla. A. & M. Coll.; EE, Texas A. & M. Coll.; (5) dean engin.; prof. engin.; supt. bldgs, grounds; 1914-39; (6) 1914; (7) dean, prof. engin., 1914; (9) dmw.

TEXAS ST. COLLEGE FOR WOMEN, DENTON: (2) JESSIE H. HUMPHRIES; (3) AB, Howard Payne Coll.; AB, U. Chicago; AM, Columbia U.; (4) U. Cal.; Harvard U.; (5) dir. dept. soc. sci., 1903-19; voc. counsellor, prof. hist., 1919-25; asso. dean., 1917—; prof., dir. dept. sociol., 1925—; (6) 1903; (8) work on curriculum com.; publishing bulletins and articles; advising students vocationally; (9) lhh.

## VIRGINIA

BLACKSTONE H. S.: (2) W. R. WRIGGLESWORTH; (3) AB, AM, Coll. of William and Mary; (5) prin. h. s., 10 yrs.; supt. Amelia-Nottoway div., 22 yrs.; (6) 1907; (7) supt. Amelia-Nottoway div., 1917; (9) rer.

BLACKSTONE H. S.: (2) AGNES EPES; (4) U. Va.; Columbia U.; (5) tchr, 28 yrs.; (6) 1911; (7) Eng. t., 1911; (9) rer.

EMORY AND HENRY COLLEGE, EMORY: (2) HOWELL MEADORS HENRY; (3) AB, Newberry Coll.; PhD, Vanderbilt U.; (4) U. Chicago; U. Mich.; (5) prof. hist., ec., 1913-24; prof. hist., pol. sci., 1924-39; dean, 1918—; (6) 1913; (9) evh.

HARGRAVE MILITARY ACADEMY, CHATHAM: (2) A. H. CAMDEN; (3) AB, U. Richmond; (5) instr. math., 1913-35; dean, 1913-18; pres., 1918—; (6) 1913; (9) ahc.

LYNCHBURG, E. C. GLASS H. S.: (2) LILLIAN FRANKLIN GREGORY (Mrs.); (3) grad. Hollins Coll.; (4) Randolph-Macon Woman's Coll.; William and Mary Coll.; (5) Eng., Fr. t., 1887-99; out of sch. wk., 1899-1917; Fr. t., 1917—; (6) 1887, 1917; (7) hd mod. lang. dept., 1920; (9) hacw.

LYNCHBURG, E. C. GLASS H. S.: (2) HELEN H. NELSON; (3) AB, Randolph-Macon Woman's Coll.; (4) Columbia U.; Oxford U.; (5) elem. sch. t., 1907-11; Eng. t., h. s., 1911—; (6) 1907; (8) dean of girls, 1917-18; chmn scholarship com.; library com.; (9) hacw.

LYNCHBURG, E. C. GLASS H. S.: (2) EVELYN L. MOORE; (3) AB, AM, Randolph-Macon Woman's Coll.; AM, Columbia U.; (4) U. Chicago; Oxford U.; (5) Latin, Eng. t., 1907—; (6) 1907; (8) adviser of school newspaper; (9) hacw.

LYNCHBURG, E. C. GLASS H. S.: (2) ELSIE V. TALBOT; (3) AB, Randolph-Macon Woman's Coll.; AM, Columbia U.; (4) Columbia U.; (5) elem. sch. t., 4 yrs.; Latin t., 4 yrs.; Eng. t., 21 yrs.; (6) 1913; (7) Eng. t., 1917; (8) adviser of school paper; (9) hacw.

LYNCHBURG, E. C. GLASS H. S.: (2) EVELINA O. WIGGINS; (3) AB, Woman's Coll. of U. N. C.; AM, Columbia U.; (4) U. Va.; Woman's Coll. of U. N. C.; Columbia U.; (5) elem. t., 1908-10; h. s. Eng. t., 1910-20; hd dept. Eng., 1920-38; (6) 1908; (7) Eng. t., 1910; (8) member Nat'l Council Com. for compiling *An Experience Curriculum in English*; pres., English section, Va. Educ. Asso., 1935; adviser high school literary magazine, 1917-29; edited several books; arranged "Parallel Reading Reports and Reading Lists by Grades" for use in high schools; (9) hacw.

MADERIA SCHOOL, GREENWAY: (2) LUCY MADERIA WING (Mrs. DAVID L.); (3) AB, Vassar Coll.; (5) founded school, 1906; headmistress; Bible t.; (6) 1906; (7) headmistress, Bible t., 1906; (9) am.

MADISON COLLEGE, HARRISONBURG: (2) HENRY A. CONVERSE; (3) AB, Hampden-Sydney Coll.; PhD, Johns Hopkins U.; (5) teacher of mathematics, summer sessions, 1912-19; prof. mathematics, hd dept., registrar, 1919-38; (6) 1919; (7) prof. math.; (9) alr.

MADISON COLLEGE, HARRISONBURG: (2) ETHEL SPILMAN; (3) AB, Queens-Chicora Coll.; (4) Madison Coll.; U. Tenn.; Columbia U.;

(5) supervisor student teaching, 1911—; geog. t., 10 yrs.; psy. t.; (6) 1911; (9) alr.

ROANOKE COLLEGE, SALEM: (2) DELMA RAE CARPENTER; (3) AB, Roanoke Coll.; AM, Princeton U.; (4) Princeton U.; U. Chicago; (5) Steere prof. math., astronomy, 1909—; (6) 1909; (9) ncm.

ROANOKE COLLEGE, SALEM: (2) WILBUR E. MANN; (3) AB, AM, Roanoke Coll.; (5) instr. business, 1910-14; prin. commercial dept., 1916-20; instr. business adm., treas. coll., 1920—; (6) 1910; (9) ncm.

STAUNTON, ROBERT E. LEE H. S.: (2) SARA WITHERS BELL; (4) U. Va.; Madison Coll.; (5) elem. t., 5 yrs.; h. s. t., 22 yrs.; h. s. librarian, 7 yrs.; (6) 1904; (7) h. s. t., 1910; (9) swb.

STAUNTON, ROBERT E. LEE H. S.: (2) MARGARET C. EAKLE; (3) BS in Ed., U. Va.; (4) U. Va.; Columbia U.; (5) pri. t., 2 yrs.; substitute t., 1 yr.; h. s. t., 31 yrs.; (6) 1905; (7) h. s. Latin t., 1908; (9) mce.

STAUNTON, ROBERT E. LEE H. S.: (2) KATE L. FIFER; (3) BS, MS, U. Va.; (4) U. Va.; (5) gra. sch. t., 7 yrs.; h. s. t., 20 yrs.; (6) 1912; (7) h. s. t., 1919; (9) klf.



1895-1940

**FORTY-FOURTH ANNUAL MEETING**  
of the  
**SOUTHERN ASSOCIATION OF COLLEGES  
AND SECONDARY SCHOOLS**

to be held in  
**THE ATLANTA BILTMORE HOTEL**  
**ATLANTA, GEORGIA**

Monday to Friday  
April 8-12, 1940

Meeting of the Executive Committee of the  
Association, April 8, 9, 10

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Meeting of the Commissions,  
April 8, 9, 10

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Meeting of the Association,  
April 11, 12

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**OFFICERS OF THE ASSOCIATION**  
**1939-1940**

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PRESIDENT P. A. ROY, S.J.  
Loyola University

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Alabama College

ASSISTANT SUPERINTENDENT T. Q. SRYGLEY  
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University of Kentucky

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Eastern Kentucky State Teachers College  
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Decatur County Schools

SUPERINTENDENT JERE WELLS  
Fulton County Schools

MISS IRA JARRELL  
President, Atlanta Public School  
Teachers Association

PRINCIPAL P. H. DAGNEAU, S.M.  
Marist College High School

PRINCIPAL MARY COURTNEY MOORE  
Atlanta Girls' High School

PRINCIPAL H. O. SMITH  
Atlanta Boys' High School

**SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS****Atlanta, Georgia****Program of the Annual Meeting**

All meetings will be held in the  
Atlanta Biltmore Hotel

**Monday, April 8, 1940**

- 9:00 A.M. Meeting of Commission on Institutions of Higher Education.  
Open Session (See Commission's Program)
- 9:00 A.M. Meeting of Central Reviewing Committees of the Commission  
on Secondary Schools (See Commission's Program)

**Tuesday, April 9, 1940**

- 9:00 A.M. Meeting of Commission on Institutions of Higher Education.  
Open Session (See Commission's Program)
- 9:30 A.M. Meeting of Commission on Secondary Schools. Open Session  
(See Commission's Program)
- Meeting of Commission on Curricular Problems and Research.  
Open Session (See Commission's Program)
- 2:00 P.M. Meeting of Commission on Secondary Schools. Open Session  
(See Commission's Program)
- Meeting of Commission on Curricular Problems and Research.  
Open Session (See Commission's Program)
- Conference on National Youth Administration—Mr. Aubrey  
Williams, Administrator of National Youth Administration,  
Washington, D. C. This conference will be held in the  
Pompeian Room, Atlanta Biltmore Hotel.

**Wednesday, April 10, 1940**

- 9:00 A.M. Meeting of Commission on Institutions of Higher Education.  
Open Session (See Commission's Program)
- 9:30 A.M. Joint meeting of Commission on Secondary Schools and Com-  
mission on Curricular Problems and Research. Open Ses-  
sion (See Commissions' Programs)
- 2:00 P.M. Joint meeting of Commission on Institutions of Higher Educa-  
tion and Commission on Curricular Problems and Research.  
Open Session (See Commissions' Programs)
- Meeting of Commission on Secondary Schools. Open Session  
(See Commission's Program)



**Thursday, April 11, 1940**

**MEETING OF THE ASSOCIATION**

Ballroom, Atlanta Biltmore Hotel

*Program Theme of the Meetings of the Association: Education's Responsibility to Democracy.*

9:00 A.M.

1. Music.—Atlanta High School Choir, Miss Ann Grace O'Callaghan, Director, Music Supervisor, Atlanta High Schools, Atlanta, Georgia
2. Invocation.—President Harvey W. Cox, Emory University, Atlanta, Georgia
3. Address of Welcome.—The Honorable William B. Hartsfield, Mayor of Atlanta
4. Response to Address of Welcome.—Superintendent Ernest C. Ball, Memphis City Schools, Tennessee; Vice President of Southern Association of Colleges and Secondary Schools
5. "Associate Superintendent Charles A. Brown: a Tribute."—Assistant Superintendent L. Frazer Banks, Birmingham City Schools, Alabama  
"Chancellor James H. Kirkland: a Tribute."—Headmaster Spencer J. McCallie, The McCallie School, Chattanooga, Tennessee
6. Address: "American Democracy Challenges Education."—Dr. Richard Reid, Editor, *The Catholic News*, New York City
7. Announcements
8. Address: "The University as a Guardian of Democracy."—President H. M. Gage, Coe College, Cedar Rapids, Iowa; Chairman of Board of Review and Chairman of Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools
9. Discussion

2:00 P.M.

1. Music.—Atlanta Junior College Glee Club, Mr. John D. Hoffman, Director, Atlanta Junior College, University System of Georgia, Atlanta, Georgia
2. Address: "The High School as a Training Ground of Democracy."—Superintendent Henry H. Hill, Lexington City Schools, Kentucky
3. Reports of the Southern Association's Fraternal Delegates:  
Delegate to the Middle States Association of Colleges and Secondary Schools, President H. L. Donovan, Eastern Kentucky State Teachers College, Richmond  
Delegate to the North Central Association of Colleges and Secondary Schools, Professor M. E. Ligon, University of Kentucky, Lexington
4. Announcements

5. Address: "A Layman Looks at Your Profession."—Mr. F. Edward Hebert, City Editor, *The New Orleans States*, New Orleans, Louisiana
6. Discussion

6:00 P.M.

### ANNUAL BANQUET

Ballroom, Atlanta Biltmore Hotel

Toastmaster: Superintendent Ernest C. Ball, Memphis City Schools, Tennessee, Vice President of Southern Association of Colleges and Secondary Schools

1. Invocation.—President H. G. Noffsinger, Virginia Intermont College, Bristol, Virginia; Vice President of Southern Association of Colleges and Secondary Schools
2. Music.—Agnes Scott Glee Club, Dr. Lewis H. Johnson, Director, Agnes Scott College, Decatur, Georgia
3. President's Address
4. Address: "Culture in American Democracy."—Dr. John Temple Graves II, Editor, Birmingham, Alabama

### Friday, April 12, 1940

Ballroom, Atlanta Biltmore Hotel

9:00 A.M.

1. Music.—Emory Glee Club, Dr. Malcolm Dewey, Director; Emory University, Atlanta, Georgia
2. Invocation.—President Charles E. Diehl, Southwestern, Memphis, Tennessee
3. Announcements
4. Fraternal Delegate from the Middle States Association of Colleges and Secondary Schools, Dr. E. D. Grizzell, Director of Commission on Implementation of Studies in Secondary Education, American Council on Education, Professor of Secondary Education, University of Pennsylvania, Philadelphia
5. Fraternal Delegate from the North Central Association of Colleges and Secondary Schools, Dr. W. E. Peik, Dean and Professor of Education, College of Education, University of Minnesota, Minneapolis
6. Report of Commission on Institutions of Higher Education.—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee, Chairman
7. Report of Commission on Secondary Schools.—Director of Supervision J. W. O'Banion, State Department of Education, Austin, Texas, Chairman

8. Report of Commission on Curricular Problems and Research.—Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia, Chairman
9. Report of Secretary.—President Shelton Phelps, Winthrop College, Rock Hill, South Carolina
10. Business Session :
  - a. Reports of Committees
  - b. Unfinished Business
  - c. New Business
  - d. Resolutions
  - e. Election of Officers
11. Adjournment

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### PROGRAM OF COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

**Monday, April 8, 1940**

Pompeian Room, Atlanta Biltmore Hotel

9 :00 A.M.

Meeting of the Commission  
Organization of Committees

**Tuesday, April 9, 1940**

Pompeian Room, Atlanta Biltmore Hotel

9 :00 A.M.

Business Session  
Continuation of Committee Activity

**Wednesday, April 10, 1940**

Pompeian Room, Atlanta Biltmore Hotel

9 :00 A.M.

Meeting of the Commission  
Report of the Council

2 :00 P.M.

Joint Meeting with Commission on Curricular Problems and Research.

(For program of this meeting, see program of Commission on Curricular Problems and Research.)

## PROGRAM OF COMMISSION ON SECONDARY SCHOOLS

*General Theme: A Humanitarian Philosophy of Education for the Secondary Schools of the South.*

### Monday, April 8, 1940

9:00 A.M.

Meeting of Central Reviewing Committees:

For Public Schools—Room 6, Mezzanine Floor; W. W. Little, University of Florida, Chairman

For Private Schools—Room 3, Mezzanine Floor; Spencer J. McCallie, The McCallie School, Chairman

### Tuesday, April 9, 1940

General Session

Ballroom, Atlanta Biltmore Hotel

9:30 A.M.

1. Music.—Atlanta High School Students; Director, Miss Ann Grace O'Callaghan, Music Supervisor, Atlanta High Schools, Atlanta, Georgia
2. Devotional.—Dr. Louie D. Newton, Pastor, Druid Hills Baptist Church, Atlanta, Georgia
3. Reading of Minutes
4. Announcements
5. Address: "A Unified Philosophy of Education Dealing with the Prevention of Crime and the Promotion of Democratic Ideals."—Harmon W. Caldwell, President, University of Georgia
6. Appointment of Committees
7. Address: "Some Problems Relating to Curricular Activity for the Improvement of Rural and Urban Conditions in the South."—John R. McLure, Director of Summer School, University of Alabama

2:00 P.M.

1. Report on SOUTHERN ASSOCIATION QUARTERLY.—Holland Holton, Professor of Education, Duke University, Editor
2. Report of Committee on Use of the Evaluative Criteria of the Co-operative Study of Secondary School Standards.—W. W. Little, University of Florida, Chairman
3. Round Table Discussion of the Uses Being Made of the Evaluative Criteria of the Coöperative Study of Secondary School Standards.—A. B. Combs, State Department of Public Instruction, Raleigh,



North Carolina ; George J. Oliver, State Board of Education, Richmond, Virginia ; J. Harold Saxon, University of Georgia, Athens ; R. R. Vance, State Department of Education, Nashville, Tennessee ; M. E. Ligon, University of Kentucky, Lexington ; W. W. Little, University of Florida, Gainesville ; R. E. Chaplin, Lafayette High School, Lafayette, Louisiana

4. Report of Central Reviewing Committees.—W. W. Little, University of Florida, Chairman
5. Announcements
6. Address : "Training Youth for Leadership in a Representative Democracy."—Dr. J. G. Umstattd, Professor of Secondary Education, University of Texas, Austin

### Wednesday, April 10, 1940

Ballroom, Atlanta Biltmore Hotel

9:30 A.M.

Joint Meeting with Commission on Curricular Problems  
and Research

Supervisor J. W. O'Banion, Chairman of Commission on Secondary  
Schools, Presiding

*Theme: Evolving Concepts Affecting the Work of Southern Secondary Schools.*  
—Illustrated by :

1. "The Benham, Kentucky, High School at Work."—John A. Dotson, Superintendent ; Miss Julia Chick, Teacher of Home Economics ; J. L. McCauley, Teacher of Mathematics ; Miss Jennie Ramsey, Teacher of English and Social Studies
2. "State High School Supervision."—R. R. Vance, Tennessee State High School Supervisor, Nashville, Tennessee
3. "The Preparation of Teachers."—Doak S. Campbell, George Peabody College, Nashville

Discussion led by J. L. B. Buck, Director of Instruction, State Board of Education, Richmond, Virginia ; and Miss Ethel Adams, Principal, Moultrie High School, Moultrie, Georgia

4. Announcements
5. Adjournment

2:00 P.M.

1. Report of Committee on Substitute for College Freshman Grades.—Paul L. Palmer, University of Chattanooga, Chairman
2. Report of Committee on NYA Survey.—James H. Richmond, President, Murray State Teachers College, Murray, Kentucky
3. Introduction of Fraternal Delegates : Dr. W. E. Peik, Dean and Professor of Education, College of Education, University of Minnesota,

Fraternal Delegate, North Central Association ; Dr. E. D. Grizzell, Director of Commission on Implementation of Studies in Secondary Education, American Council on Education, Professor of Secondary Education, University of Pennsylvania, Fraternal Delegate, Middle States Association

4. Report of Committee on Printed Forms.—M. W. Carothers, Florida State Director of Instruction, Tallahassee, Chairman
5. Report of Appeals, Audit, and Budget Committees
6. Report of Committee on Standards.—W. W. Little, University of Florida, Chairman
7. Report of Committee on Resolutions
8. Report of Committee on Nominations
9. Election of Officers
10. Adjournment

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## PROGRAM OF COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Tuesday, April 9, 1940

Silver Room, Atlanta Biltmore Hotel

9:30 A.M.

Dr. Henry G. Hill, Superintendent of Schools, Lexington,  
Kentucky, Presiding

*General Theme: The Southern Association Study in Colleges and Secondary Schools*

*Note:* This conference is planned for the purpose of acquainting the members of the Commission and other interested persons with the progress of the Study, to give them liberal opportunity to participate in the consideration of its future direction. Members of the staff will be present to assist in the discussion.

1. The Study in the Schools :
  - Nature of work
  - Progress of work
2. The Education of the Teacher through Summer Conferences :
  - Nature of organization
  - Quality of the work

2:00 P.M.

1. Summer Conferences for 1940 :
  - Grants
  - Conference for workers in the Study
  - State Conferences at Institutions
2. New projects suggested by members of the Commission
3. Business Session

**Wednesday, April 10, 1940**

9:30 A.M.

Ballroom, Atlanta Biltmore Hotel

Joint Meeting with Commission on Secondary Schools

(For program of this meeting, see program of Commission on Secondary Schools for this morning.)

2:00 P.M.

Pompeian Room, Atlanta Biltmore Hotel

Joint Meeting with Commission on Institutions of Higher Education  
Chancellor O. C. Carmichael, Chairman of Commission on Institutions  
of Higher Education, Presiding

*Theme: The Southern Association Study in Colleges and Secondary Schools*

1. "The Education of the Teacher."—Dr. Roscoe E. Parker, Professor of English, University of Tennessee
2. "Education in the Secondary Schools of the South."—Dr. Howard W. Odom, Professor of Sociology, University of North Carolina
3. "Education in the Higher Institutions of the South."—Dr. Herbert E. Hawkes, Dean, Columbia College, Columbia University

## SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS RADIO PROGRAM

*Narrators*

MR. EMIL L. TELFEL, Loyola University, New Orleans, Louisiana

MR. RAY FURR, Winthrop College, Rock Hill, South Carolina

**WSB\***

The Atlanta Journal

ATLANTA BILTMORE HOTEL

**WGST\***

Georgia School of Technology

ANSLEY HOTEL

**Monday, April 8, 1940**

Address: "The Southern Association Studies Education for American Democracy."—President H. L. Donovan, Eastern Kentucky State Teachers College, Richmond

Address: "The Southern Association's Value to American Democracy."—Dean C. A. Ives, Louisiana State University, Baton Rouge

\*Secretary Phelps expects to announce the hour of each radio address in the official program available to member institutions after March 20. If the hours follow last year's program, they will come in the early afternoon and early evening so as not to conflict with scheduled meetings of the association.—EDITOR.



## Tuesday, April 9, 1940

Address: "The Relation of the Endowed University to Our Democracy."—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee; Chairman, Commission on Institutions of Higher Education, Southern Association of Colleges and Secondary Schools

Address: "The Influence of the Liberal Arts College on Life in Our Democracy."—President Shelton Phelps, Winthrop College, Rock Hill, South Carolina; Secretary-Treasurer, Southern Association of Colleges and Secondary Schools

Address: "The Role of the City High School in American Democracy."—Superintendent H. M. Ivy, Meridian City Schools, Mississippi

Address: "The Private Denominational School as an Integral Part of American Democracy."—Headmaster Spencer J. McCallie, The McCallie School, Chattanooga, Tennessee

## Wednesday, April 10, 1940

Address: "Teachers as Leaders in Our Democracy."—President S. H. Whitley, East Texas State Teachers College, Commerce

Address: "Youth Builds Character for Life in Our Democracy."—Professor M. E. Ligon, University of Kentucky, Lexington

Address: "The State University in This Changing World."—Chancellor Alfred B. Butts, University of Mississippi, University, Mississippi

Address: "The Evolutionary Force of Education in a Democracy."—President Rufus C. Harris, Tulane University, New Orleans, Louisiana

## Thursday, April 11, 1940

Address: "May Academic Freedom Become an Instrument of Subversive Propaganda?"—Dean A. C. Smith, S.J., Spring Hill College, Mobile, Alabama

Address: "Leadership or Regimentation in Higher Education"?—President W. J. McConnell, North Texas State Teacher's College, Denton

Address: "The Reality of Spiritual Values in Education."—Superintendent George J. Flanigen, Diocesan Parochial Schools, Nashville, Tennessee; Secretary, Southern Association of Private Schools

Address: "The Outlook for College Women in Our Democracy."—Professor M. R. Hinson, Florida State College for Women, Tallahassee



**HOTEL INFORMATION****ATLANTA BILTMORE HOTEL**

600 rooms (Headquarters) 817 W. Peachtree St.  
 Single rooms with bath at.....\$3.00 per day  
 Double rooms with bath at.....\$4.50 per day (for two people)  
 Rooms with twin beds and bath at.....\$5.00 per day (for two people)  
 Reservations must be made in advance.

**ANSLEY HOTEL**

450 rooms 97 Forsyth St.  
 Single rooms with bath at.....\$2.50 to \$5.00 per day  
 Double rooms with bath at.....\$4.00 to \$6.00 per day (for two people)  
 Rooms with twin beds and bath at..\$5.00 to \$8.00 per day (for two people)

**GEORGIAN TERRACE HOTEL**

256 rooms 659 Peachtree St.  
 Single rooms at.....\$2.50 to \$3.00 per day  
 Double rooms at.....\$4.00 to \$5.00 per day (for two people)

**HENRY GRADY HOTEL**

550 rooms 210 Peachtree St.  
 Single rooms with bath at.....\$2.50 to \$4.00 per day  
 Double rooms with bath at.....\$3.50 to \$6.00 per day (for two people)  
 Rooms with twin beds and bath at.\$4.50 to \$7.00 per day (for two people)

**PIEDMONT HOTEL**

450 rooms 108 Peachtree St.  
 Single rooms with bath at.....\$2.50 to \$4.00 per day  
 Double rooms with bath at.....\$3.50 to \$5.00 per day (for two people)  
 Rooms with twin beds and bath..\$5.00 to \$7.00 per day (for two people)

**ACADEMIC DEANS' CONFERENCE, APRIL 10, ATLANTA**

Dean John B. Clark, Mercer University, President of Academic Deans' Conference, announces that the Conference will meet as usual in connection with the Southern Association. He hopes to have complete program ready by March 15, but there will be meetings at 9:30 a.m. and 2:00 p.m., Wednesday, April 10, and the following speakers will among others take part in the program: Dean E. V. White, Texas State College for Women, Denton; Dean J. Thomas Askew, Armstrong Junior College, Savannah; Dean J. H. Purks, Emory University; and Dean Jay F. W. Pearson, University of Miami. This notice came after the **QUARTERLY** was already in press.—EDITOR.